

**TEACHERS' VIEW ON PROMOTION OF PEACE THROUGH
ENGLISH LANGUAGE TEACHING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Ramesh Dhakal**

**To
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
2012**

**TEACHERS' VIEW ON PROMOTION OF PEACE THROUGH
ENGLISH LANGUAGE TEACHING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Ramesh Dhakal**

**To
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
2012**

**T.U. Regd. No.: 9-2-375-13-2004
Thesis**

Campus Roll No.1452

**Second Year Examination Roll No.: 280673/066
ofSubmission:06/07/2012**

Date of Approval of the

Proposal: 2068-4-12

Date

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ramesh Dhakal** has prepared this thesis entitled **Teachers' View Promotion of Peace through English Language Teaching** under my guidance and supervision.

I recommended this thesis for acceptance.

Date:

Dr. Govinda Raj Bhattarai (Guide)
Professor
Department of English Education
T. U., Kirtipur

RECOMMENDATION FOR EVALUATION

This has been recommended for evaluation by the following 'Research Guidance Committee':

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

Chairperson

T. U., Kirtipur

(Chairman)

Dr. Govinda Raj Bhattarai (Guide)

Professor

Department of English Education

T. U., Kirtipur

(Member)

Dr. Bal Mukunda Bhandari

Reader

Department of English Education

T. U., Kirtipur

(Member)

EVALUATION AND APPROVAL

This has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee':

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

Chairperson

English and other Foreign Languages

Subject Committee

T. U., Kirtipur

(Chairman)

Dr. Govinda Raj Bhattarai (Guide)

Professor

Department of English Education

T. U., Kirtipur

(Member)

Mrs Hima Rawal

Lecturer

Department of English Education

T. U., Kirtipur

(Member)

DECLARATION

I hereby declare that to the best of my knowledge thesis is original, and no part of it was earlier submitted by the candidate of research degree to any university.

Date:

Ramesh Dhakal

ACKNOWLEDGEMENTS

I would like to express my sincere and heartiest gratitude to my honourable guru and thesis supervisor Dr. Govinda Raj Bhattarai, Professor, Department of English Education, Tribhuvan University, Kathmandu for his constant and friendly cooperation as well as supervision throughout this research work. I would like to acknowledge his precious guidance, instructions, motivation, suggestion and hearty recommendations. Because of his boundless and wise help, I could present this research in this form.

I would also like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education, Tribhuvan University, Kritipur, Kathmandu for granting the remarkable opportunity to carry out this research and for his significant suggestions and inspiration.

I am grateful to **Dr. Anjana Bhattarai**, Reader, Department of English Education, Tribhuvan University for her precious encouragement and suggestions. I extend my deep sense of profound gratitude to my Gurus and Gurumas **Dr. Bal Mukunda Bhandari, Dr. Laxmi Bahadur Maharjan, Mr. Prem Phyak, Mrs. Saraswati Dawadi, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel** and other members of the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu for their positive suggestions.

I am very much indebted to **Sagun, Matrika, Dharma, Rana Bahadur, Dilip Dai, Ishwor, Madan, Pradeep, Shasti, Deepak, Prakash, Dinesh, Krishna, Parbati** and **Keshav**, for their friendly and timeless support and suggestions.

Finally, I would also like to thank all who directly or indirectly extended their helpful hand and good wishes to complete this research.

ABSTRACT

The thesis entitled ‘Promotion of Peace through English Language Teaching in the Context of Nepal’ is an attempt of the researcher to find out the possibility of promoting peace in various EFL contexts in Nepal as peace has become the concern of each and every Nepalese. It also aims to find out the role of English language in promoting peace in Nepal being the international language as well as the most powerful language in the present world. This thesis presents a descriptive, statistical analysis and interpretation of the teachers’ attitude towards connecting language teaching with peace and also the sufficiency of the materials in the present secondary level English textbooks which can be used for promoting peace. The researcher collected data from forty secondary English teachers working in Dhading district. Questionnaire was used as the research tool to collect the data. Altogether twenty nine items were included in the questionnaire. They had focused on the possibility of providing peace education through ELT, its effectiveness, teachers’ role in EFL classes for this purpose and the materials in the present EFL textbooks. Among the teachers, the vast majority of them viewed that peace in Nepal can also be promoted through ELT and the teachers can associate their teaching with promoting peace. The researcher also went through the present secondary level English textbooks to find out the sufficiency of the materials for the aim of promoting peace. Only a few contents from the both TBs are found to be useful for this aim.

The thesis is divided into four chapters. Chapter one includes general background, review of the related literature, objectives and significance of the study. Chapter two includes methodology applied to carry out the research. Chapter three is the analysis and interpretation of the data and their statistical presentation. The researcher presents the findings, recommendations and pedagogical implication of the study in the fourth chapter. The study is concluded with the references and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	
1.1 General Background	1
1.1.1 What is Peace?	1
1.1.2 Peace in Nepal	
1.1.3 Education for Peace	4
1.1.4 Peace Education	6
1.1.5 ELT in Peace Building	10
1.2 Literature Review	15
1.3 Objectives of the Study	17
1.4 Significance of the Study	18

CHAPTER TWO: METHODOLOGY

2.1	Sources of Data	19
2.1.1	Primary Sources	19
2.1.2	Secondary Sources	19
2.2	Sampling Procedure	19
2.3	Tools for Data Collection	19
2.4	Process of Data Collection	20
2.5	Limitations of the Study	20

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1.	Analysis of the Primary Data	21
3.1.1	Way of Providing Peace Education	21
3.1.1.1	Level and Institution to Give Peace Education	22
3.1.1.2	Major Means of Managing Conflict	22
3.1.1.3	Peace Education in Peace Building	23
3.1.1.4	Inclusion of the Contents of Peace Education in other Subjects	24
3.1.1.5	The Subject that Includes the Content of Peace Education	25
3.1.2	Peace and ELT	26
3.1.2.1	Intercultural Communication and Respect among the Learners of Varied Culture	26
3.1.2.2	Things ELT Equips the Learners with to Confront the Global and Local Problems	27
3.1.2.3	Promotion of Social Responsibility by ELT	27
3.1.2.4	Contributions of ELT	28

3.1.2.5	The Ways ELT Helps to Solve Global Problems	29
3.1.2.6	Subject Matter to Teach English Language	30
3.1.2.7	Focus of English Language Teachers while Teaching English Language	30
3.1.3	Peace and EFL Classroom	31
3.1.3.1	Skill of Conflict Management in an EFL Classroom	31
3.1.3.2	The Environment of EFL Classroom	32
3.1.3.3	Non-Language Subject Matter in EFL Classrooms	33
3.1.3.4	Contents of ELT	34
3.1.3.5	UN, Governments and Classrooms	35
3.1.3.6	Awareness about Peace and Conflict	35
3.1.3.7	Shaping the Attitude of Students towards other People, Culture, Societies, Religions and Life	36
3.1.4	Personal Attitudes of EFL Teachers	37
3.1.4.1	Reasons to Teach English Language in School	38
3.1.4.2	Global Issues Taught through ELT	38
3.1.4.3	Responsibility of an English Language Teacher During Post Conflict Period in Nepal	39
3.1.4.4	Preparing Students to Cope with Terrorism, Ethnic, Conflict and Social Inequality	40
3.1.4.5	Teacher's Contribution in Peace Building	41
3.1.4.6	Contribution of Present Secondary Level Textbooks in Promoting Peace	41
3.1.4.7	Useful Contents for Providing Peace Education in Secondary Level English Textbooks	42
3.1.4.8	Contents to Provide Peace Education:	43
3.1.4.9	Possibility of Using Other Materials for Promoting Peace	43
3.1.4.10	Suggestion about the other Materials	44
3.2	Analysis of the Secondary Level English Textbooks	45
3.2.1	Analysis of Textbook-IX	45

3.2.1.1 Reading	45
3.2.1.2 Writing	47
3.2.1.3 Listening and Speaking	48
3.2.1.4 Grammar	48
3.2.2 Analysis of the Textbook-X	48
3.2.2.1 Reading	48
3.2.2.2 Writing	52
3.2.2.3 Listening and Speaking	52
3.2.2.4 Grammar	52
CHAPTER-FOUR: FINDINGS AND RECOMMENDATION	
4.1 Findings	53
4.2 Recommendations	57

REFERANCES

LIST OF TABLES

	Page No.
Table No. 1: Reasons to Teach English Language	37
Table No. 2: Global Issues Taught Through ELT	39
Table No. 3: Responsibility of English Language Teacher during Post Conflict Period in Nepal	39
Table No. 4: Preparing Students to Cope with Terrorism, Ethnic, Conflict and Social Inequality	40
Table No. 5: Teacher's Contribution in Peace Building	41
Table No. 6: Contribution of Present Secondary Level Textbooks in Promoting Peace	42
Table No. 7: Contents to Provide Peace Education	43
Table No. 8: Suggestion about the other Materials	44
Table No. 9: List of Reading Texts in Textbook –IX	46
Table No 10: List of Reading Texts in Textbook –X	49

LIST OF FIGURES

	Page No.
Figure No. 1: Level and Institution to Provide Peace	22
Figure No. 2: Major Means to Manage Conflict	23
Figure No. 3: Peace Education in Peace Building	24
Figure No. 4: Inclusion of the Contents of Peace Education in other Subjects	24
Figure No. 5: The Subject to Include the Content of Peace Education	25
Figure No. 6: Intercultural Communication and Respect among the Learners of Varied Culture	26
Figure No. 7: Things ELT Equips the Learners with to Confront the Global and Local Problems	27
Figure No. 8: Promotion of Social Responsibility by ELT	28
Figure No. 9: Contributions of ELT	29
Figure No. 10: The Way ELT Helps to Solve Global Problems	29
Figure No. 11: Subject Matter to Teach English Language	30
Figure No. 12: Focus of English Language Teachers while Teaching English Language	30
Figure No. 13: Skill of Conflict Management in an EFL Classroom	31
Figure No. 14: The Environment of EFL classroom	33
Figure No. 15: Non-Language Subject Matter in EFL Classrooms	33
Figure No. 16: Contents of ELT	34
Figure No. 17: UN, Governments and Classrooms	35
Figure No. 18: Awareness about Peace and Conflict	36
Figure No. 19: Shaping the Attitude of Students towards other People, Culture, Societies, Religions and Life	37
Figure No. 20: Contents Useful for Providing Peace Education in Secondary Level English Textbooks	42
Figure No. 21: Possibility of Using Other Materials for Promoting Peace	43

LIST OF SYMBOLS AND ABBREVIATIONS

CPN	-	Communist Party of Nepal
ELT	-	English Language Teaching
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organization
ESL	-	English Second Language
EFL	-	English Foreign Language
UK	-	United Kingdom
US	-	United States
USA	-	United States of America
L ₂	-	Second Language
%	-	Percentage
FL	-	Foreign Language
TU	-	Tribhuvan University
No.	-	Number
i.e.	-	(idest) That is to say
e.g.	-	Example
M.Ed	-	Master in Education
CUP	-	Cambridge University Press
OUP	-	Oxford University Press
Eds	-	Editors
ed.	-	Edition
CDC	-	Curriculum Development Centre

CHAPTER ONE

INTRODUCTION

1.1 General Background

English is one of the richest languages of the world and bears a long history. By the end of the twentieth century English was already well on its own way to becoming a genuine lingua franca. English is also, of course, a mother tongue for many people in the world. The people are increasingly outnumbered who have English as second or foreign language and use it for international communication.

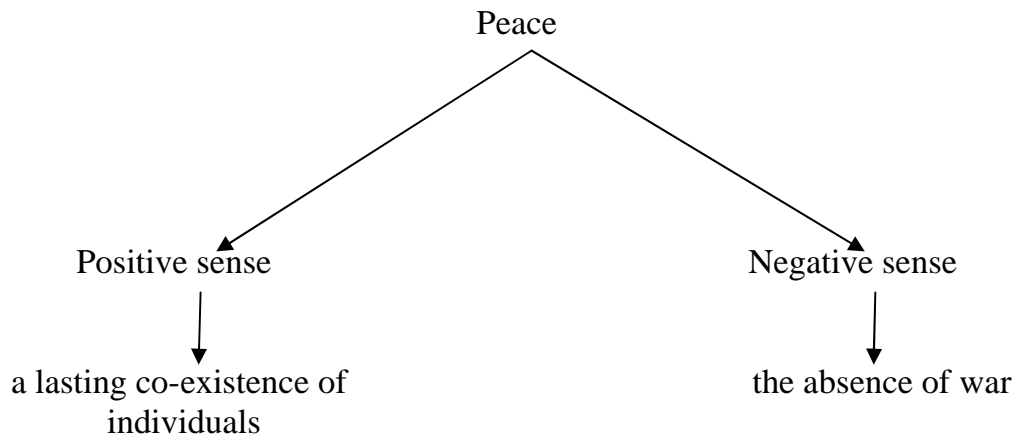
According to Graddol (2006), in his book 'English Next', English originally was the language of small island, but now it is a global language so there are world Englishes. English became the language of world's predominant economic and political power during the colonial period. Now it has got the widespread use. It is used in the field of science and technology, economics, trade, commerce, travel, international negotiation, peace building etc. Most of the world's researches are done using English language. Even the works done in other language cannot get international recognition unless they are translated into English. So, the importance of English language cannot be minimized in the field of peace building too.

1.1.1 What is Peace?

It is not an easy task to define peace because the meaning of peace differs according to the time, context and group of people. Similarly, the meaning of peace also differs according to its types. Dalai Lama, J. Krishnamurti etc. give importance to internal peace where peace means the absence of mental stress or anxiety. Peace means a different thing than this for the people who give importance to national and global peace.

Peace is not merely the absence of war and hatred but also the presence of co-operation, compassion and worldwide justice. According to Einstein, the nuclear scientist, "Peace is not merely the absence of war but the presence of justice, law of

order, in short, of government." (Retrieved 17 Dec. from <http://www.google.com.np>). So, peace can be defined in two senses; positive and negative as shown in the following diagram:



From the above discussion it can be said that peace is the situation in which a country or groups are not at war. When the relationship between two people or within one's self is free of conflict and harmony, this is peace as well. The meaning of peace also varies from one group of people to another. Peace may mean respect and care from the offspring to the old, freedom and enjoyment to the youth and simply a chocolate to a kid. When we try to make a peaceful world, young people's attitude towards peace plays significant role. Ilyin (1985) says, peace, to the young people, means:

It is friendship among people from different countries, the pleasure of enjoying the beauty of the homeland, the joy of loving and being loved, the happiness of family life, the chance to learn and follow a career, getting to know thing from cosmos to micro-cosmos, the opportunity for self-expression in the diversified art of today and he happiness of sharing song and dreams of the future. (p.16)

Peace is the root of the success of every individual, community and nation, and also of the whole world. It is the key for the development of the nation. The importance of peace is clearly presented by Ilyin (ibid.) in the following poem:

What do you need to be happy?

Peace, so that I can laugh

Peace, so that I can work

Peace,

So that I can make friends

And give love

Peace,

So that I can be proud of my love

Peace,

So that I can write

Song about love. (p.18)

1.1.2 Peace in Nepal

Nepal, the land of Lord Buddha, is now starving for peace. Few years ago, Nepal was known as a peaceful nation among international communities. Later, especially after the People's Movement-I, though the nation's political system changed, the governments could not satisfy the people's needs. Due to political instability, the nation's economy could not become strong. As a result the problems of poverty, unemployment and corruption increased and the rate of crimes like, murder, robbery, kidnapping etc. increased day by day.

On the other hand the then CPN (Maoist) started armed struggle with the government on 13th February, 1996. As a result hundreds of civilians lost their lives, thousands became handicapped and homeless. Thousands of children lost their parents until the CPN (Maoist) came into the peace process.

People's Movement-II led the nation towards the federal republic nation. Now, Nepal is at the stage of getting a new constitution through the Constitution Assembly. People

have a desire that their religious, cultural and ethical identity, and socio-economic problems to be addressed in the constitution. So, in the name of giving pressure to address these points or other, there are still many small armed groups especially in the Terai region and eastern hilly region, which have created a great problem to maintain peace and security in the nation.

There are mainly two issues to be addressed properly to promote peace in Nepal at present. The first one is arm management. Though the government and the Maoist signed the peace pact, the problem of adjusting the army of the Maoist is still not solved. There are many disputes about the number and ways of adjusting the Maoist army. Unless this issue is properly addressed, we can't imagine the peaceful and prosperous Nepal.

The second issue is a cultural issue, which carries a great importance in a multicultural country like Nepal. It is said that peace is an important part of the traditional system of values of many cultures. It has also been said that war is connected with a need for identity or for belonging to an identified body on the part of both the individual and the group. This need leads to nationalism and hence international conflict. So, cultural issues should also be properly addressed for the promotion of peace.

1.1.3 Education for Peace

The ultimate goal of education is to impart the knowledge, values, attitudes and skills to empower people to bring about the changes required to achieve sustainable peace. Education, to promote peace, needs to be based on the state of the art of the knowledge and to continually review and update curricula and teaching materials accordingly. It needs to serve teachers, other professionals and all citizens as lifelong learners to respond to society's challenges and opportunities, so that people, everywhere, can live free from fear, and make their unique contribution to the development of their society.

Peace must be imprinted in the hearts and minds of men and women. The best way to do this is to address the conditions for peace through educational institutions right

from primary through secondary schools to higher education. Khaniya (2007, p. 275) asserts that:

It is important to cite an example of South Africa which used to have different schools for the Whites and Blacks before Nelson Mandela, the Great Hero, succeeded. But after South Africa achieved political reforms, it made mandatory that, whenever it was possible, there must be students from both Black and White communities in the school classrooms. The idea was that, it is education that promotes integration of the two warring communities. This is how integration of the two communities began and how the process of achieving harmony among the warring communities began from the classroom. The message to be disseminated is that it is in the classroom, the destiny of a country is written.

The present situation of Nepal is not so apart from the pre-Mandela situation of South Africa mentioned by Khaniya in above lines. There are different armed groups, political parties and ethnic societies fighting for their own states, language, and culture and so on. On the other hand, though the Maoists' ten years long conflict has ended, the process of arm management is not completed yet.

At present, though the high importance is given to arm management, however, peace-building does not mean merely avoiding the outbreak of armed conflict. What is even more important is eradicating the causes of individual and collective violence which is the breeding-ground of war as conflict has its origin in idea-systems. The reason of conflict could be anything like injustice, improper distribution of state opportunity and resources, exploitation etc. There are other causes of conflict like ignorance of each other's way of life, denial of the democratic principles of dignity, equality and mutual respect. The antidote to conflict and war for me is the wide diffusion of the culture

and education of humanity for justice and peace. This is what Nepal must learn in order to avoid further repetition of similar kind of conflicts due to lack of harmony among people of different background and societies. Only education can deliver this. This statement can clearly be proved by the growing number of institutions who provide peace education. In other words peace studies is sweeping across the nations.

1.1.4 Peace Education

As there are various causes of conflict and violence, the roots of these causes should be unplanted to promote the peace in the world. And, for this, peace education is a remedial measure as it protects children from falling into the ways of violence in the society. It aims at the total development of the child. It tries to inculcate higher human and social values in the mind of the child. In essence it attempts to develop a set of behavioral skills necessary for peaceful living and peace building from which the whole of humanity will be benefitted.

Peace education is a new concept in academic field and still quite new concept in academic field in the context of Nepal. Now, there are many universities and institutes who have peace education as a separate discipline to study in different countries.

Though it has got formal recognition recently, the origin of peace education can be traced back to the origins of non-violent teaching; Gan (2008) says that:

Some of the earliest indirect writings on non-violence is found in Buddhist works. The Dhammapada, in particular, describes the effect of developing habits of violence and of non-violence. The Bhagavad Gita, although subject to many different interpretations, provides a philosophical basis for non-violence by pointing the importance of doing what is right regardless the consequences to oneself. Although this can be taken to mean that we are sometimes required to be soldiers, Gandhi understood it to mean that we must not allow fear of bodily harm to keep us from standing up for what is right. Taoism, as expressed Lao Tzu's Tao Te Ching also can be interpreted in a way that provides a

philosophical basis for non-violence. (Retrieved 12 Nov. 2010 from <http://www.tc.edu/centres/epe/>)

Similarly, while talking or writing about peace education, it will be unfair to forget John Dewey, who applied his instrumentalism and progressive education ideas to the advancement of world peace. Dewey's peace education was based on the view that teaching of subjects like history and geography should be premised on the goal of promoting internationalism. During the years between two world wars, he emphasized the importance of global understanding and he emphasized on peace education as an effective instrument in promoting global understanding.

Dewey encouraged the creation of a curriculum emphasizing the development of an attitude which would accomplish the following; promoting the idea of world patriotism; using the social sciences; especially geography and history, as a bridge for understanding other countries and rectifying the more sinister aspects of patriotism and nationalism that have been a basic cause of war between nations. Many of the peace courses have integrated Dewey's relativistic thought as an instrument for encouraging international understanding and domestic social justice.

Peace education has now been established as a separate discipline. According to Veerabhadrappe (2007, p.1), "There are currently more than 300 colleges and universities offering peace studies courses, with more than 150 having programmes. These institutes adopt peace education courses according to the social and cultural context and the needs of a country."

Peace education could be defined in many ways. There is no universally accepted definition. Veerbhadrappe, (ibid p. X) defines peace education as "an attempt to respond to the problems of conflict and violence on scales ranging from the global and national to the local and personal. It is almost exploring ways of creating more just and sustainable futures." Peace education is a remedial measure to protect children from falling into the ways of violence in the society.

Throughout this century, peace education has been interpreted in different ways by teachers in unique cultures who are facing various forms of violence specific to their region. For example, during the decade of 1980s, educators in countries in Africa and South America did not worry about nuclear issues, a concern that promoted peace education reforms in Europe, North America, and Japan, where it is known as A-bomb education. Peace educators in poor countries are more concerned about structure violence and have been promoting a variety of peace education called development education. So, there are different peace education strategies which, according to Veerbhadrappa (ibid. p.44), can be broken into five different types of peace education as below:

- i) Global Peace Education
- ii) Conflict Resolution Program
- iii) Violence Prevention Program
- iv) Development Education
- v) Non-violence Education

In order to give students an appreciation of the power of peace, school personnel apply peace theory to all different levels of educational enterprises. They can teach about peace to pupils of all ages. At the micro level, they can run schools peacefully. Infusing peace to all levels of schooling gives children hope about creating a better world.

Peace education plays a vital role to make the students develop peaceful habits as well as involves them in peace building. Peace education helps to provide insight in to global issues. It pinpoints the connection in such a way that people learn to recognize and accept their responsibilities, so that they can contribute actively to changes or at least accept changes which are required.

Peace education for youth can be an important means in building peaceful world because youth is one of the social groups capable of forwarding the cause of peace.

The increased awareness about nuclear weapons may bring the youth to work together for peace. In fact, peace may be viewed as representing not only as awareness of the nuclear threat, but also a search on the part of its members for identity within the group-identity not emerging in conflict or competitiveness. The young, in particular, not yet embroiled in society's conflicts and competition struggles; seems to be in need of identity. They may find this identity within the peace movement, which has related group across many countries, all striving towards a more peaceful and united world. This hypothesis has of course to be verified but it springs from a common intuition that the world seems to be heading for disaster and that a new direction has to be followed.

As long as education remains what it is and no education becomes a martyr to the system either in school or out of school, then educators will have to renounce peace education. So, for the promotion of peace, the educators or teachers have to use all subjects of school curriculum for peace education. They have to use simulation of the experiences that cannot be brought in the classroom or should bring concrete experiences with other cultures inside and outside the boarder of each nation, and outside the dominant culture of a region.

In the context of Nepal, there is no any separate curriculum as such peace education at the school, though Tribhuvan University has recently introduced ' Conflict, Peace and Development Studies' for the Masters programme under the Department of Conflict, Peace and Development Studies, Faculty of Humanities and Social Sciences .It is a multidisciplinary Masters program that draws on key insights and strengths from several disciplines in social sciences, humanities, and environmental sciences to provide a comprehensive understanding of the multi-faceted phenomena. In such circumstances, the teachers are the only source and medium of peace education to the school children. The teachers have to utilize all the subjects to provide peace education to the children and to develop peaceful habits in them. In such condition English language teaching can be the useful means. It can fulfill the vacuum position of peace education by introducing such contents as history, culture, folk stories,

stories of the farmers or refugees, peace letters, stories about peace leaders, peace movement, international treaty and understanding etc.

1.1.5 ELT in Peace Building

Conflicts or wars are not the result of single reason, there are various reasons which make them take place. Though Freud says, " Antisocial desires of human are inborn," there are many scholars who view human as peaceful creature. Konard Lorenz, a Noble Prize ethnologist, supports peaceful nature of human being when he says, " Human belongs to that class of animals which has no inbuilt inhabitation against violence and killing." (Retrieved 12 Nov. 2010 from <http://www.tc.edu/centres/epe/>)

Anderson (1999) sees the following three points as the main causes of conflict at the present world.

-) Great objective guided by the goal of a group.
-) Selfishness and dissatisfaction of an individual.
-) Both of them.

He contends that the present conflicts or wars are not the result of present problems but guided by the few persons who want to grab the power, prestige and property. Such people do not represent the needs and desires of the society. He also states that the conflicts take place not because of the main reason but because of the recent incident.

Anderson (1999) emphasizes that any person or institution can play a vital role in peace building. It is not necessary that such institution should have been established for the purpose of peace building like UN or UNESCO. So, schools, ELT professionals and the students can also contribute a lot for the promotion of world's peace.

Language is a useful means of peace. Unless there is dialogue between two people, societies or countries, they cannot understand each other. So, they do not have respect to each other. Language, especially the one which both of the groups share or at least understand, helps them to exchange their culture, history, technology and so on. Such exchanges increase the amount of respect to each other's community and culture; as a result, it avoids conflict among them.

At present, English is the language for peace. English is a global language which has the largest number of speakers. It has now become the language of international conferences, treaty, business trade etc. Most of the universities teach their students in English. As a result, English no longer is the language of English people, we now have world English.

English language teaching promotes the better understanding between English people and people of other cultures, in our context, Nepalese culture. When we know English, we know English culture too. We can see that most of the English culture, at present, has been followed by Nepalese people, especially the youths. It shows the respect of Nepalese people towards English culture, which definitely increases cultural and religious harmony. Similarly, after learning English, we can make the people of other community who understand English, know our culture and tradition which finally will increase respect to our culture. We can teach sustainable skills through ELT while respecting other cultures.

Though the main objective of ELT is to make the ESL or EFL students able to communicate in English, the ESL/EFL students can learn about the history, geography, culture, tradition, technology etc. Cummins and Davison (2007) say that the UK Modern Language Curriculum (DFEE, 1999) expects pupil to understand and

appreciate different countries. Cook (2002) also emphasizes the promotion of intercultural understanding and peace while listing the goals of ELT. According to him the goals of ELT are:

-) Self-development
-) Training new cognitive process
-) A way into the mother tongue
-) An entry to another culture; students come to understand other groups in the world and to appreciate the music and art of other culture.
-) The promotion of intercultural understanding and peace; for some the highest goals of language teaching is to foster negotiation rather than war or changes in the society outside the classroom. (Cited *ibid.* p. 34)

While teaching our students, along with the course objectives, we teach them the manners, habits and skills which the society expects from them. We aim to develop the habit of critical thinking on them, so that they can decide what is right and wrong. Similarly, English language teachers can bring the real life incident like disputes among two parties and also them to write the solution. Similarly, the activities like role play can be done to negotiate between two parties, which improve their language skills as well as skills needed for the negotiation which they can practice in real life.

English language teachers can also play the role of mediator to solve the conflicts between two parties, as they are well known about the international practices of such mediation. Peoples' natural skills and interpersonal negotiation cannot be expected to be perfect, and conflict may escalate beyond their intention because of poor communication, misunderstanding or emotional commitment. In such case the EFL/ESL teachers contribute in two ways. Firstly, they teach their students the ways

of communicating well, which helps to present the poor communication. Secondly even though conflict takes place, they can serve as the third party assistance.

When we talk about how ELT promotes peace, we cannot forget the role of peace corps, founded by John F. Kennedy, the former president of the US. Peace Corps, now, has its volunteers in 139 countries of the world. These volunteers teach English along with health work, support small business, protect environment, promote advances in agriculture and counsel young people. They teach life skills to the young people. This helps to solve the problems of unemployment poverty etc. This also helps to prevent the youth from drug abuse, criminal activities which finally supports in peace building.

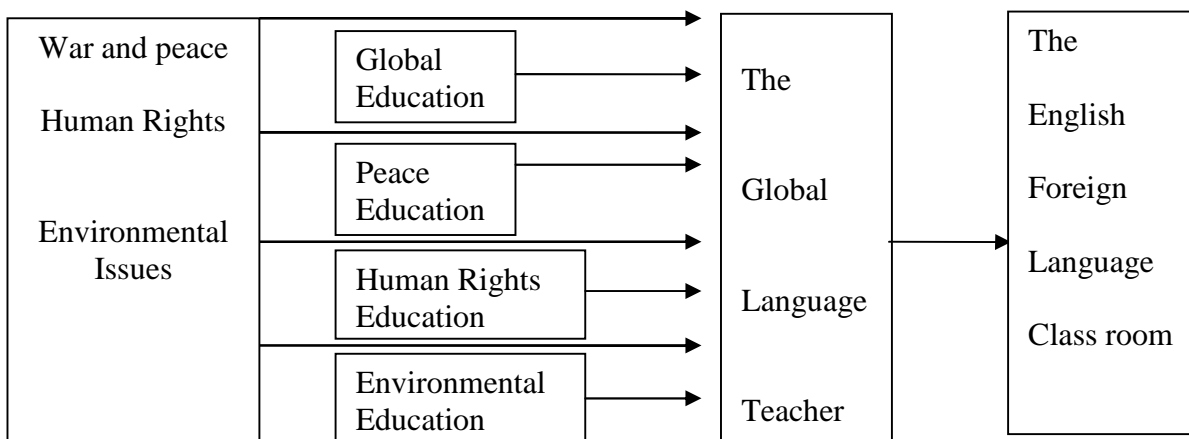
Peace corps in Nepal have also played a great role for the promotion of peace and democracy. These volunteers teach the Nepalese people the importance of peace and democracy. They conduct seminars and training in this field. They teach negotiation skills, peaceful skills to conduct daily activities etc. to the local people. They encourage the people to contribute from their side for peace building in their community and the nation.

The concept of promoting peace through ELT is a recent practice. Now, there are a number of institutions and organizations working in this field. English, Language of Peace' is a course taught at college of arts and letters at Northern Arizona University, Arizona, the USA. Similarly, English fellow program of the US government is also working in this field in many countries including Nepal. There are many English language teachers association working in this area. Shine-Eiken (New English Teachers' Association, Japan) also emphasizes in promoting peace through ELT. It has introduced three types of activities which can promote peace along with English language teaching. These activities are as follows:

- Peace letters to the readers
- Peace speeches in the class
- Life link activities

The scholars advocating for the promotion of peace through language teaching focus on the content centered language teaching. The contents used in language teaching should be related to global issues like war and peace, human rights, environmental issues, democracy, history, culture, folk stories, interviews of disables, stories of the refugees etc. Through ELT, we can teach about world economy, global markets, stories of wars and warriors etc.

The following diagram clearly states that how global issues can be taught through ELT and how ELT contributes in peace building:



(Retrieved 15 Dec. 2010 from <http://www.google.np.com>.)

In the Nepalese context, English is a foreign language. It is taught as compulsory subject up to grade VIII. From Secondary level to Bachelor level it is taught as both compulsory and elective subjects. And at master level it is taught as elective major subject. Nepalese EFL classrooms are multicultural. The English teachers in Nepal should be fully aware that there is no any cultural bias in their teaching. They can bring the subject matters into the classroom which promotes the respect of children to another culture. Similarly, Nepal cannot be apart from the current global development. English teachers can bring such global issues into the EFL classrooms, so that the students become aware of these issues which ultimately help in international understanding and as a result global peace will be promoted.

1.2 Literature Review

Though a large number of studies have been carried out on peace building and peace education or peace studies, there is no research carried out on how ELT can promote peace. So, this is the first research on promotion of peace through ELT in the department.

Constantinides (2010) in her article, 'Peace Education and ELT' says that the traditional Greek 'givens' that the learners have the same mother tongue, educational background, learning habits and difficulties are no longer true. Most EFL classrooms are now multicultural. Pupils work well together and there are no issues of racism or persecution towards other ethnic groups. She further states that educating for peace requires improvement of the followings:

- i) Communication skills
- ii) Ability to solve conflicts
- iii) Understanding and developing empathy of others
- iv) Ability to view issues from multiple perspective
- v) Critical thinking

And, these can be done through many of the well-known and tested activities in the EFL classrooms with special emphasis on:

- i) Including more problem solving tasks requiring the development of negotiation skills
- ii) Better/more careful structuring of the communication process

She also suggests to the teachers and syllabus designers to include the activities with following characteristics so that peace can be promoted. The characteristics are:

- a. Activities should include conflict resolution
- b. Involve team building/group bonding activities
- c. Promote empathy and multiple perspectives

d. Stimulate critical thinking

Breen (2010), in his article, 'Teaching English for World Citizenship' writes that English is more than simply a linguistic system that allows us to communicate or to test level of communicative competence, it is a medium through which we can teach or learn about people and races of the world; cultures, and problems whether social, political or environmental. He emphasizes the growing needs for dual syllabus of language teaching aims and global education aims. He argues for a dual syllabus approach in which University EFL programs are amalgamated with global education initiatives to use English as a medium for educating L2 learners about the world rather than as the end product itself. He also views EFL teachers as global educators when he argues that in the future we will no longer be seen merely as English teachers but rather as global educators who can teach a wide range of subjects in the English language. We need to present a vision of a teaching staff that has fully embraced the desire to become global educators, right down the way we decorate our classrooms, using maps, books and information from Embassies etc.

Lutonil (2010), University of Victoria Canada, in his article, 'Saving the World while Learning ESL' describes an ESL charity fundraising activity that gets students involved in a complex, multistage class project which has the concrete goal of helping those less fortunate while requiring students to use English in an authentic context involving all the language skills reading, writing, listening, speaking, vocabulary grammar and pronunciation. According to him, this activity, which he has divided into 10 steps, entails lots of homework and students also need to do research on charities online.

Similarly, Kowalski (2010), Tokai University, Japan, in his article 'Teaching with Peace Stories in the Classroom,' shows the importance of ELT to promote peace. He emphasizes that peace stories taught in the classroom contribute a lot in peace building. He argues there are many ways in which stories can be used in the teaching of peace, as well, in order to help listeners develop empathy or look at a familiar situation from a new point of view. He has mentioned the following techniques of teaching stories, so that, contribution to peace studies can be made:

Reframing: A familiar situation can be reframed by providing a different point of view like parables, satire etc. which can make the story interesting and message can be conveyed clearly.

Making heroes, villains and fools: If a character in a story is likeable to the listeners, described admiringly to the storyteller, and rewarded at the end, hearers will respect the values that character represents. To create a culture of peace, more stories are needed in which the heroes are peace makers finding creative ways to resolve conflict, and which those who resort to violence are cast in the role of villains or fools. Stories can give the enemy a human face, showing members of a group signaled out for hatred or discrimination as individuals.

Real life example: Real life examples of peaceful resolution to conflict resolution can be provided by peace stories.

He further contends that on a smaller scale, stories of how individuals' acts of peace making, forgiveness, or conciliation changed the shape of a community a school or workplace, or a single person's life can be the sources of inspiration for aspiring peacemakers. He argues that stories are the most important tools in ELT to promote peace.

1.3 Objectives of the Study

The study had the following objectives:

- i) To find out the teachers' view on the role of ELT at school level in promoting peace in the context of Nepal
- ii) To outline possible topics to be included in the English textbooks for promoting peace in the context of Nepal.
- iii) To suggest some pedagogical implications

1.4 Significance of the Study

Nepal, at present, is at the process of developing a new constitution. Now it is a federal state. Different races, religions and the people of different geographical regions are raising their voice to be recognized by the constitution. Since the People's Movement-II, there has been conflict among religious, cultures, races and the people of different geographical region. So, harmony among these groups is necessary which can be done through peace education. ELT, a subject at school level, can promote co-operation among the children of these group and finally to the national peace.

The study provides some rationale on the strategies of promoting peace. It will be significant for the researchers who want to undertake further researches in the field of ELT and peace studies. The study will be more helpful for ELT professionals, syllabus designers, linguists, socio-linguists, educationists and textbook writers.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

The researcher used both the primary and the secondary sources of data as follows.

2.1.1 Primary Sources

The original data collected from the forty English teachers of the secondary schools in Dhading district was used as the primary source.

2.1.2 Secondary Sources

The researcher used the English textbooks of grade 9 and 10 as the secondary sources. Similarly he consulted different books, journals, articles dictionary and other related websites like www.unicef.org/education, www.gilesig.org/newsletter etc.

2.2 Sampling Procedure

The researcher collected the information from the forty secondary level English teachers of Dhading district using quota sampling procedure. Similarly, he selected purposive sampling procedure for choosing secondary level English textbooks.

2.3 Tools for Data Collection

The researcher collected the information from the English teachers with the help of questionnaire. Similarly, the secondary level English text books were intensively studied and analyzed.

2.4 Process of Data Collection

The researcher adopted the step-wise methodological procedure to collect the required data. For this, the researcher visited the secondary schools of Dhading district and asked the English teachers to give required information through the help of the questionnaire using quota sampling procedure. They were given four days to answer the questionnaire.

The researcher intensively studied the present Secondary Level English textbooks and find out such contents which could be taught for the purpose of peace building and which were not suitable for this.

2.5 Limitations of the Study

The proposed study had the following limitations:

- i) The study was limited to the secondary level EFL textbooks only.
- ii) It was also limited to 40 EFL teachers of Dhading district only.
- iii) The study was limited to how ELT promotes peace only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The chapter is concerned with the analysis and interpretation of data collected from both the primary and secondary sources to fulfill the set objectives. The data collected from these sources are analyzed below.

3.1. Analysis of the Primary Data

As stated in methodology, I used a questionnaire to collect the data. The questionnaire had both closed ended and open ended questions under different heading. Therefore, the analysis and interpretation of the data has been done under different headings as stated below:

- Ways of providing peace education
- Peace and ELT
- Peace and EFL classrooms
- Personal attitude of EFL teachers

Each of the above heading incorporated various questions in which the informants were requested to provide their responses. Under the last heading there were some open ended questions where the informants responded with their own words.

In the subsequent sections, the items analyzed and interpretation of the data is presented by using table and pie-chart.

3.1.1 Way of Providing Peace Education

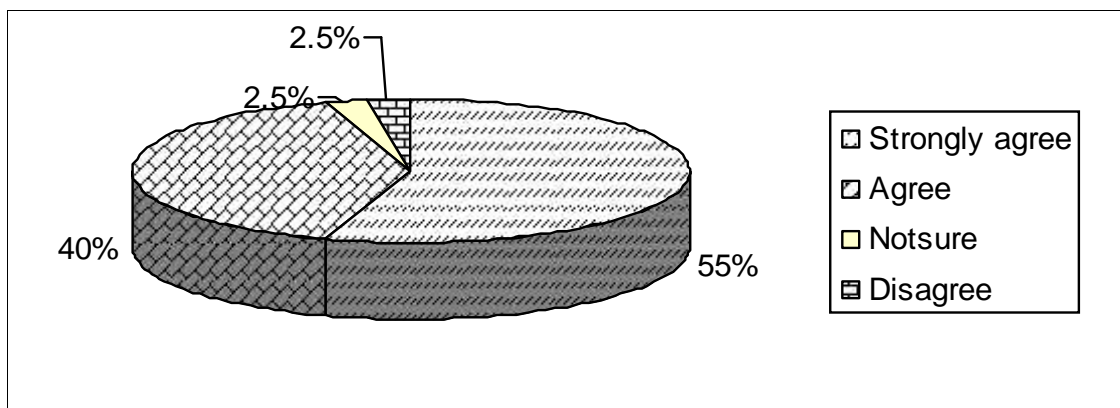
Under this heading, there were five questions which were to specify the ways of providing peace Education. Here I tried to find out the teacher's perception on the ways of providing peace Education.

3.1.1.1 Level and Institution to Give Peace Education

The teachers were asked whether peace education should be addressed through educational institutions and whether it should be given from primary level to higher studies or not. The responses showed the following result.

The conditions for peace should be addressed through educational institutions right from primary level, through secondary schools to higher studies.

Figure No. 1
Level and Institution to Provide Peace

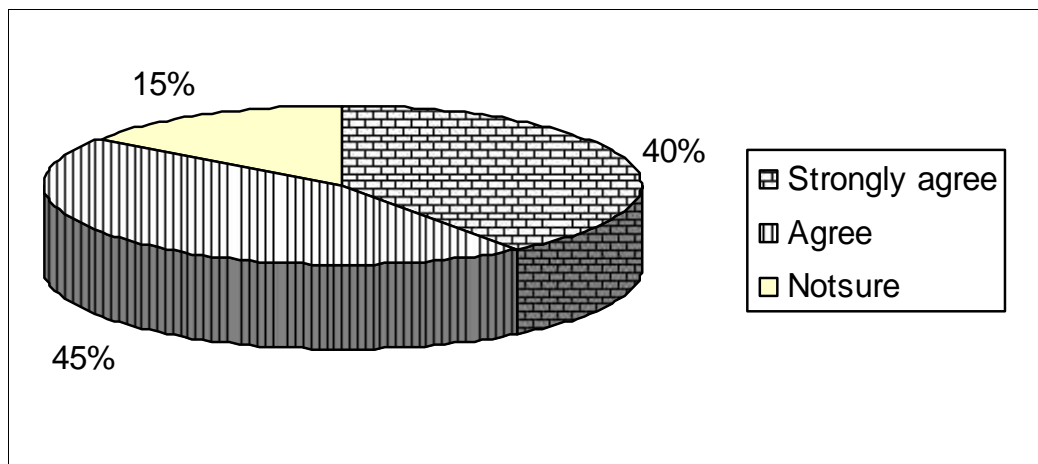


As the above diagram shows, 55% strongly agreed with the statement, 40% agreed, 2.5% were not sure and 2.5% disagreed. From the data obtained, the researcher came to the position that peace education should be given through the educational institutions right from the primary level, through secondary level to higher studies.

3.1.1.2 Major Means of Managing Conflict

The purpose of this item was to find out whether the wide diffusion of education of humanity for justice and peace can be the major means to manage conflict or not and whether this can be done through peace education or not. The following diagram shows the teacher's responses on this item.

Figure No. 2
Major Means to Manage Conflict

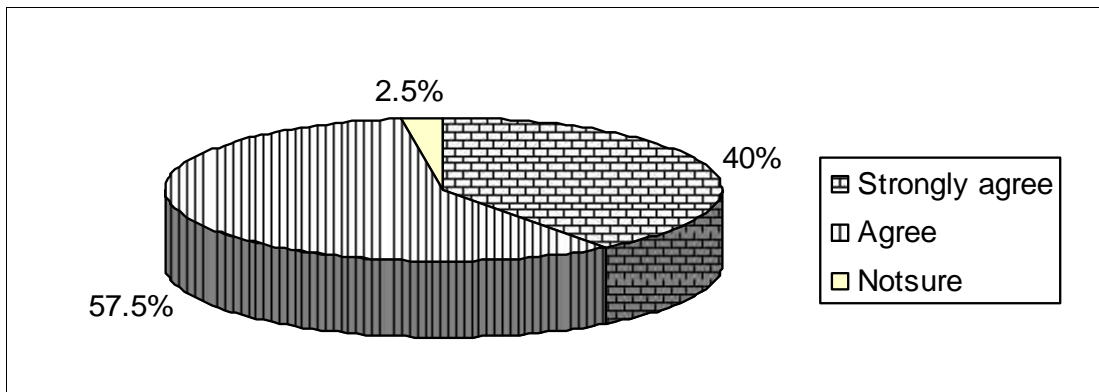


The above diagram shows that 40% of the teachers strongly agreed with the statement that the wide diffusion of humanity for justice and peace can be the major means to manage conflict and it can be done through peace education, 45% agreed and 15% of them were not sure. This shows that most of the teachers are in favour of the statement.

3.1.1.3 Peace Education in Peace Building

The teachers were asked whether the peace education provides insight into the global issues and develop the skill of peace building or not. The teacher's responses showed the following findings.

Figure No. 3
Peace Education in Peace Building

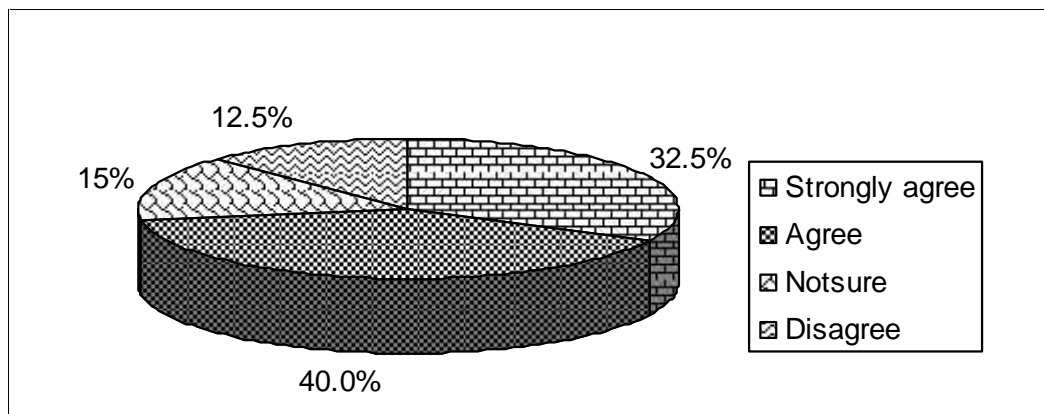


As the above diagram shows, 40% of the respondents strongly agreed that peace education provides insight into the global issues which finally develops the skills of peace building, 57.5% agreed and 2.5% were not sure. This result shows that most of the teachers felt that peace education develops the skills in peace building in their students.

3.1.1.4 Inclusion of the Contents of Peace Education in other Subjects

This item was intended to find out the teacher's attitude on including the contents of peace education in other subjects rather than teaching it as a separate subject. Their responses gave the following result.

Figure No. 4
Inclusion of the Contents of Peace Education in other Subjects

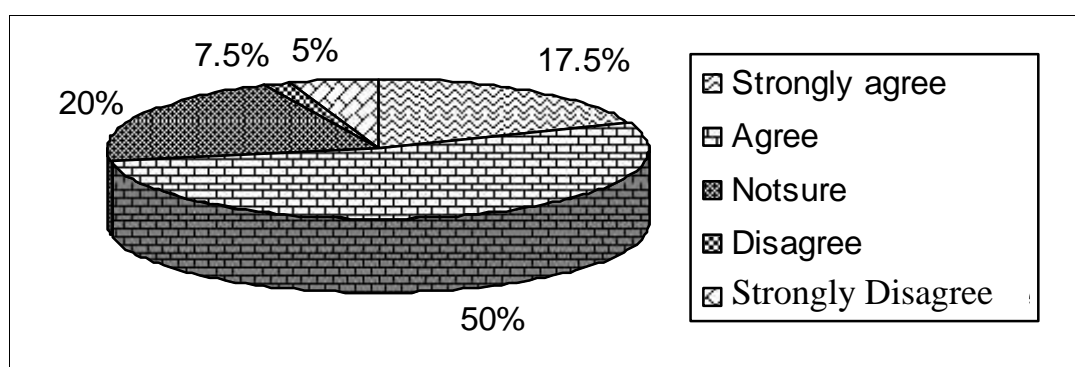


Among the total respondents, 32.5% strongly agreed that including the contents peace education is better than teaching peace education as a separate subject, 40% agreed, 15% were not sure and 12.5% disagreed. From the data obtained, researcher came to the position that it's better to include peace education in other subjects than teaching it as a separate subject.

3.1.1.5 The Subject that Includes the Content of Peace Education

The teachers were asked whether peace education can be given through English language teaching. The following figure shows their responses.

Figure No. 5
The Subject that Includes the Content of Peace Education



The above figure shows that 17.5% of the total respondents strongly agreed that peace education can be given to the students through English language teaching, 50% agreed, 20% were not sure, 7.5% disagreed and 5% strongly disagreed. This result shows that majority of the teachers are in favour of the English language teaching as the medium of peace education.

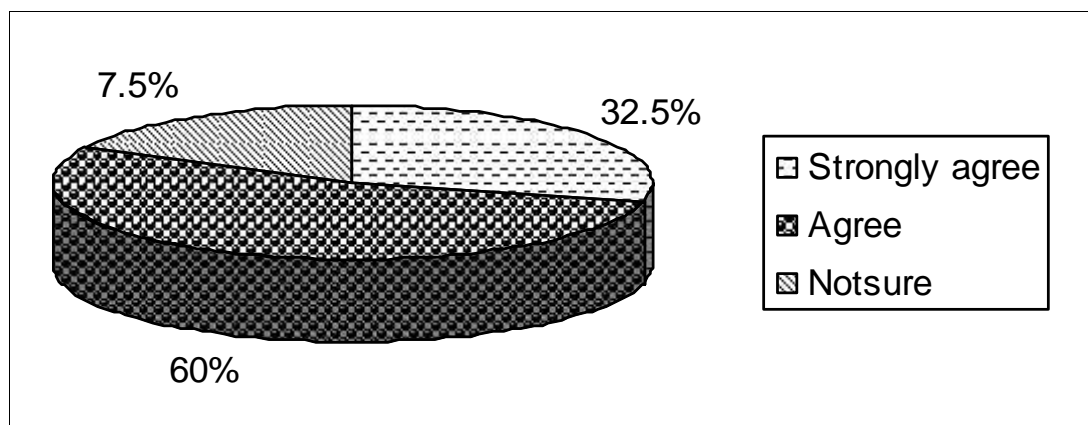
3.1.2 Peace and ELT

Under this heading, the researcher asked seven questions to find out their attitude on the possibility of providing Peace Education/ promoting peace while teaching English as foreign language. The items in this heading are analyzed in the subsequent sections.

3.1.2.1 Intercultural Communication and Respect among the Learners of Varied Culture

This is related to intercultural communication by the help of English language. The teachers were asked whether English language makes intercultural communication possible and develop respect among the learners or not. Their responses are shown in the following figure.

Figure No. 6
Intercultural Communication and Respect among the Learners of Varied Culture

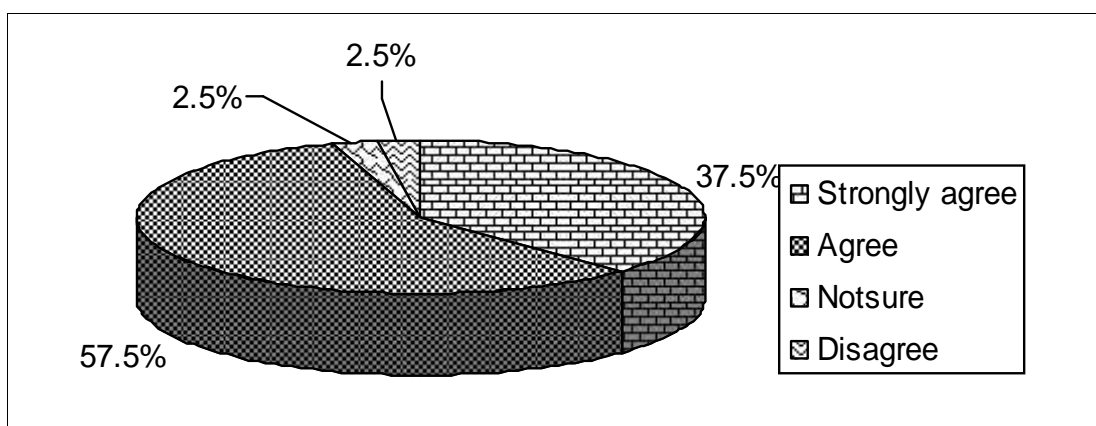


As the above diagram shows 32.5% of the teachers strongly agreed the ELT makes intercultural communication possible and develops respect among the learners, 60% agreed and 7.5% were not sure. Almost all the teachers were found in favour of the statement.

3.1.2.2 Things ELT Equips the Learners with to Confront the Global and Local Problems

The statement was, 'English language teaching can equip the learners with knowledge, skills and values which can help them confront the global and local problems.' The teachers' responses are presented below:

Figure No. 7
Things ELT Equips the Learners with to Confront the Global and Local Problems

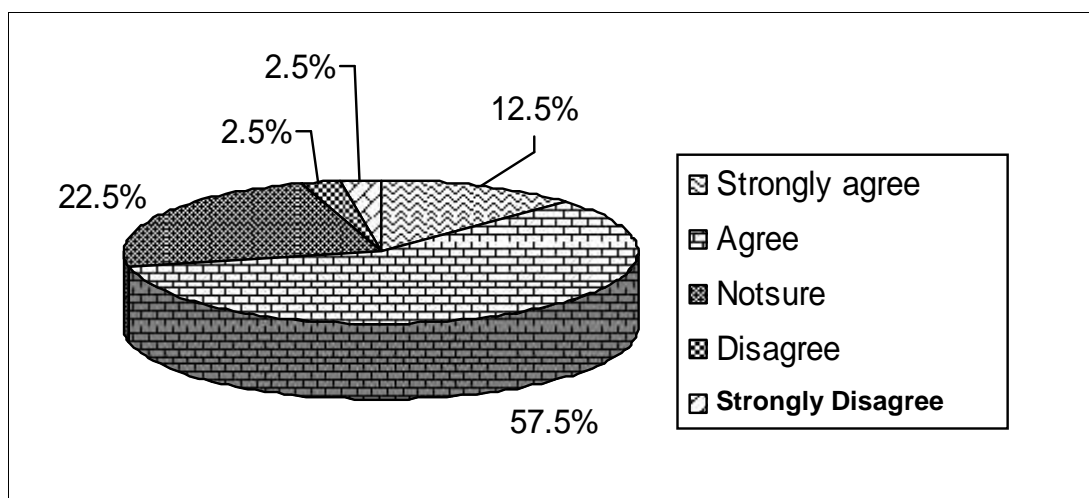


Among the respondents, 37.5% strongly agreed that ELT equips the learners with the knowledge, skills and values which can help them to confront the global and local problems, 57.5% agreed, 2.5% were not sure and 2.5% disagreed. The researcher, from the above result, came to the position that ELT helps its learners to confront global and local problems.

3.1.2.3 Promotion of Social Responsibility by ELT

The teachers were asked whether ELT can promote social responsibility among the learners or not. Their responses showed the following result.

Figure No. 8
Promotion of Social Responsibility by ELT

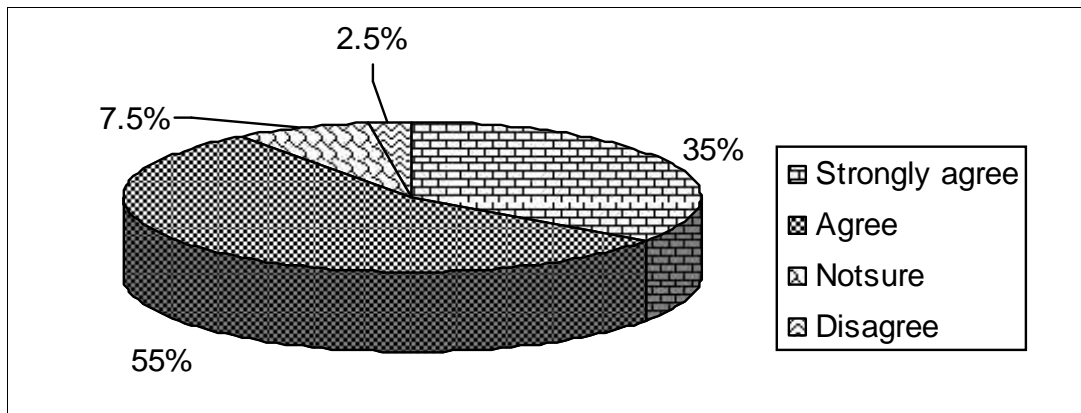


The above diagram shows that 12.5% of the teachers strongly agreed that we can promote social responsibility in our learners through ELT, 57.5% agreed, 22.5% were found unsure, 2.5% disagreed and 2.5% strongly disagreed. The result shows that majority of the teachers think social responsibility can be promoted through ELT.

3.1.2.4 Contributions of ELT

'English language teaching contributes to educate people, respect social and cultural differences and value human rights' was the statement in this section. The teacher's responses on this statement are presented below.

**Figure No. 9
Contributions of ELT**

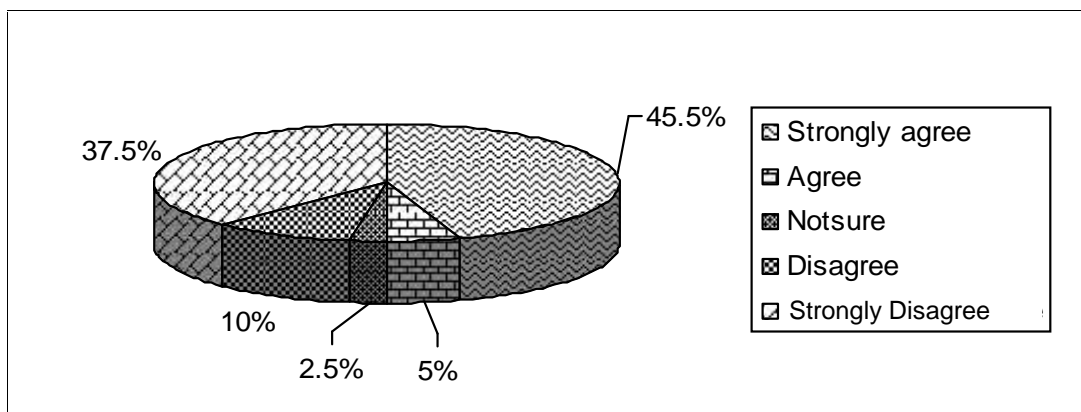


As the above diagram shows, 35% of the total respondents strongly agreed that English language teaching contributes to educate people, respect social and cultural differences and value human rights, 55% of them agreed, 7.5% of them were not sure and 2.5% of them disagreed. Majority of the teacher agreed the statement.

3.1.2.5 The way ELT Helps to Solve Global Problems

The statement in this section was English language teacher empowers the students with the knowledge, skills and commitments to solve the global problems. The teacher's responses are shown in the following figure.

**Figure No. 10
The Way ELT Helps to Solve Global Problems**

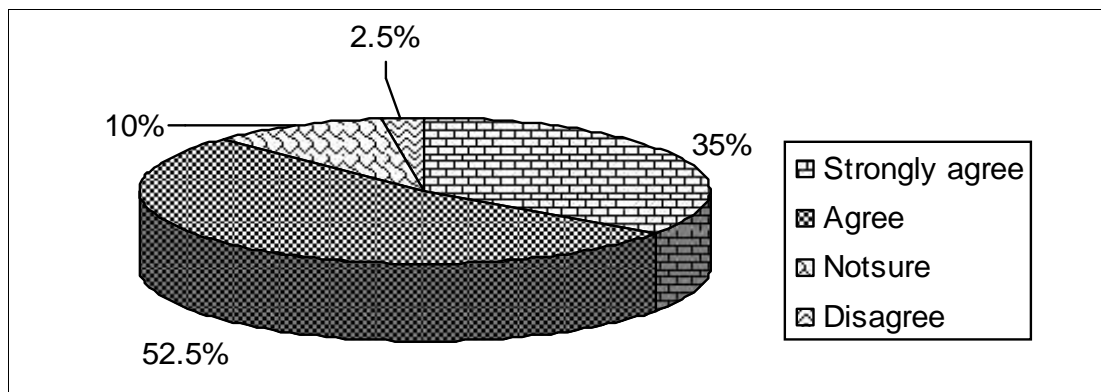


The above figure shows that 37.5% of the teachers strongly agreed the ELT empowers the students with the knowledge, skills and commitments to solve the global problems, 45% of them agreed, 10% of them were not sure, 5% disagreed and 2.5% strongly disagreed. Most of the teachers agreed it though there is few to oppose the idea.

3.1.2.6 Subject Matter to Teach English Language

In this section the teachers were asked whether peace stories, peace poem etc. can be the subject matter to teach English language or not. The data from their responses is presented below.

Figure No. 11
Subject Matter to Teach English Language

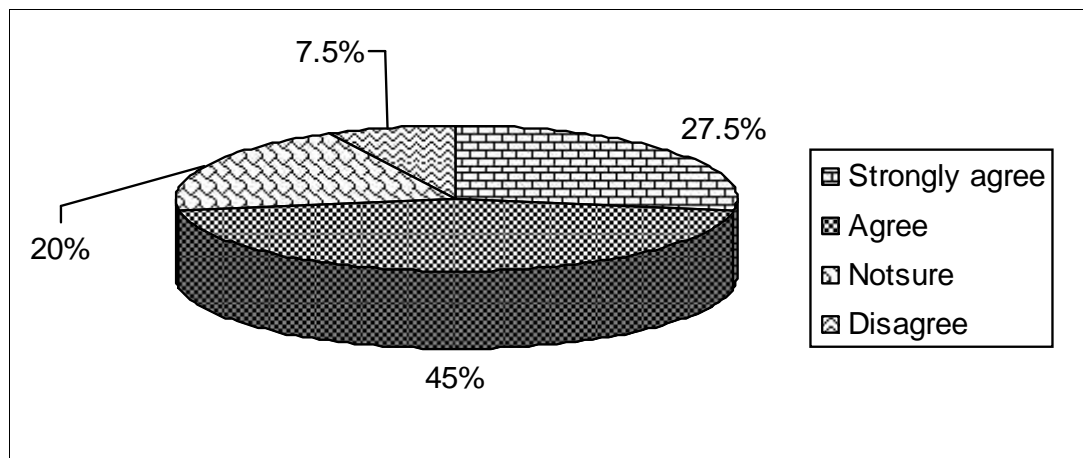


Among the total respondents, 35% strongly agreed that peace stories, peace poems etc. can be the subject matter to teach English language, 52.5% of them agreed, 10% of them were not sure and 2.5% disagreed. The majority of the teachers were found in favour of the statement.

3.1.2.7 Focus of English Language Teachers while Teaching English Language

'The English language teacher can focus on the skills of conflict management while teaching English language which finally contributes to promote peace locally and globally' was the statement asked to the teachers. Their responses are presented below.

Figure No. 12
Focus of English Language Teachers while Teaching English Language



As shown in the above figure, 27.5% of the total respondents strongly agreed that to promote peace locally and global EFL teachers can focus on the skills of conflict management while teaching English language, 45% agreed, 20% were not sure and 7.5% disagreed. Though few teachers were not sure and still few disagreed with the statements, the majority of the teachers supported it.

3.1.3 Peace and EFL Classroom

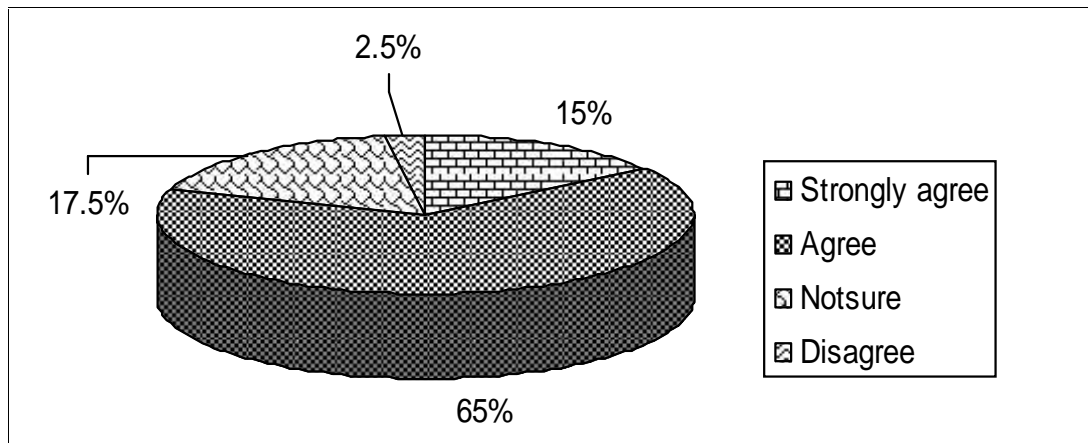
The best place to provide peace Education is a classroom. We can provide the practical tasks to the students in the classroom on conflict management. Similarly, a classroom keeps the students from diversified together. Not only that, international experiences can also be brought and taught in the classrooms.

Under this heading researchers asked seven questions/statements to find out how EFL classrooms can contribute in promoting peace.

3.1.3.1 Skill of Conflict Management in an EFL Classroom

The teachers were asked whether it is possible or not to bring the international experience of conflict resolution in the EFL classroom and whether they develop the skills of conflict management in the EFL classroom. The teachers' responses showed the following findings.

Figure No. 13
Skill of Conflict Management in an EFL Classroom

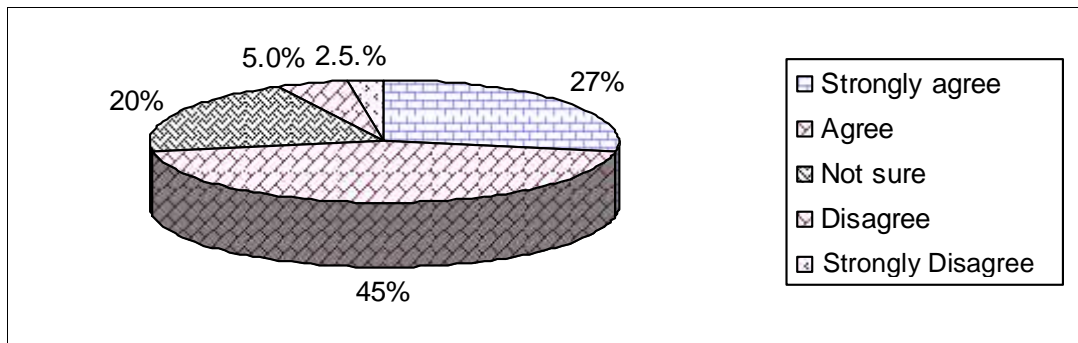


The above figure shows that 15% of the total respondents strongly agreed that through ELT the international experiences of conflict resolution can be brought in the classroom, which develops the skills of conflict management in the EFL classroom, 65% of them agreed, 17.5% were found unsure and 2.5% disagreed. Majority of the teachers were found in the favour of the statement.

3.1.3.2 The Environment of EFL Classroom

The teachers were asked whether the EFL classrooms create the environment for the learners to sit together to work together for the more tolerant and diverse society or not? The teacher gave the responses as shown in the diagram below.

Figure No. 14
The Environment of EFL Classroom

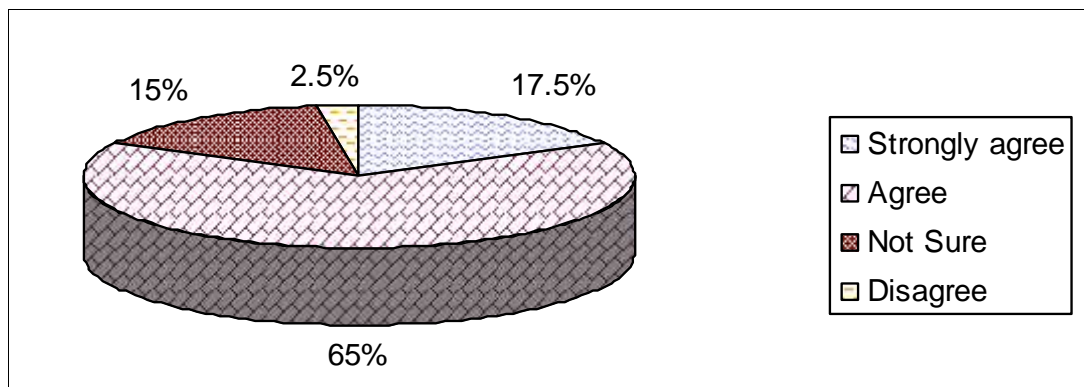


Among the total respondents, 27.5% strongly agreed that the English language classrooms create the environment to sit all the pupils together and inspire them to work together towards a more tolerant and diverse society, 45% agreed, 20% of them were not sure, 5% disagreed and 2.5% strongly disagreed. From this data, the researcher came to the position that though few of them remained unsure and still few of them disagreed, majority of them thought that EFL classrooms create the environment for the pupils to work in tolerant way.

3.1.3.3 Non-Language Subject Matter in EFL Classrooms

The EFL teachers were asked whether the non-language subject matters like peace justice, human rights, child rights etc. can be taught the medium of English language teaching or not. The teacher's responses gave the following result.

Figure No. 15
Non-Language Subject Matter in EFL Classrooms

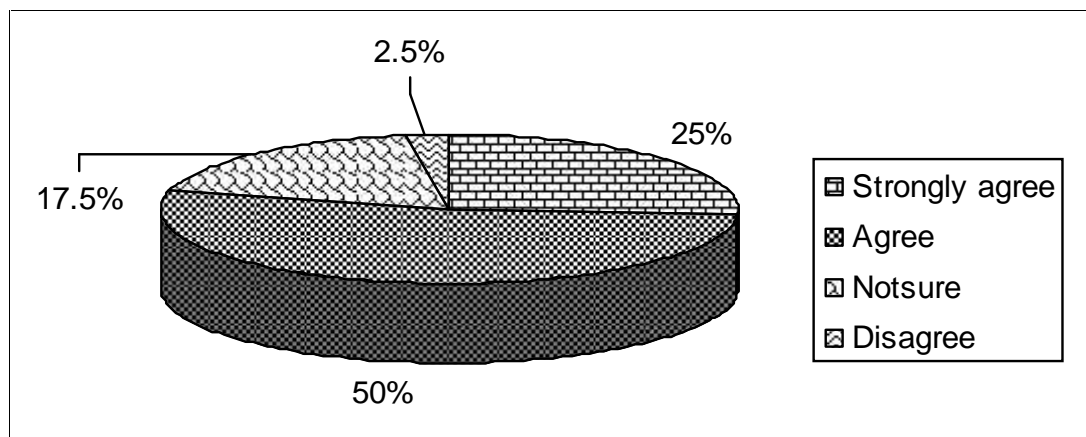


As the above figure shows 17.5% of the total respondents strongly agreed with the statement that non-language subject matters like peace, justice, human rights, child rights etc. can be taught through the medium of English language, 65% of them agreed, 15% were not sure and 2.5% disagreed. Most of the teachers thought it could be done.

3.1.3.4 Contents of ELT

The purpose of this item was to find out possible contents for ELT. The teachers were asked whether the global issues can be the content of ELT or not. Their responses are analyzed below.

Figure No. 16
Contents of ELT

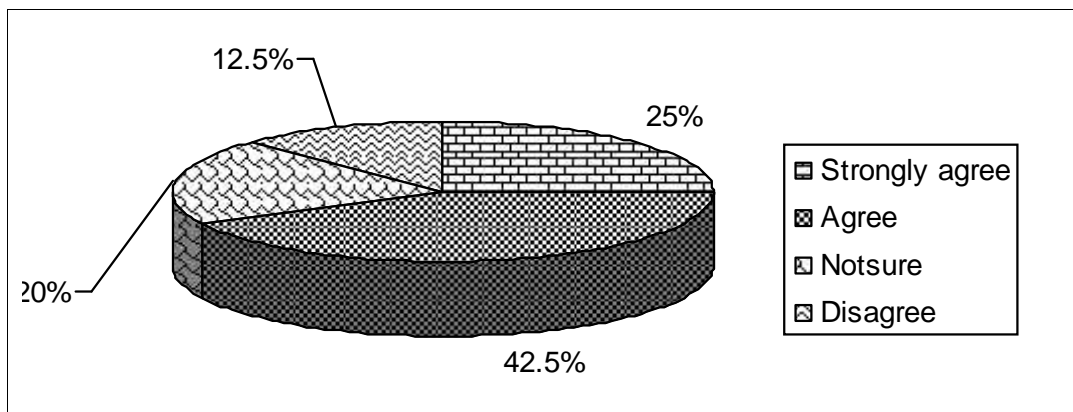


As shown in the above figure, 25% of the responses are strongly agreed that we can teach global issues in the same time when we teach English language because global issues can be used as the content to teach English language, 50% of them agreed with the statement, 17.5% were not sure not sure and 2.5% disagreed. Though very small number of teachers found to oppose the statement, most of them agreed with it.

3.1.3.5 UN, Governments and Classrooms

The statement under this statement was shifting power relations in order to de-militarize, de-marginalize, democratize society is not just a job for UN peace keepers and governments, these works can be done in the classroom too. The 'teachers' responses showed the following findings.

Figure No. 17
UN, Governments and Classrooms



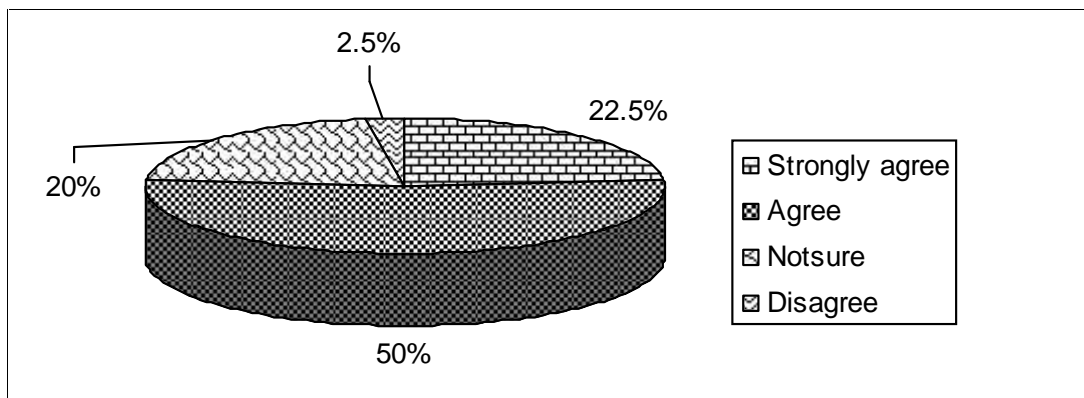
Among the total respondents, 25% strongly agreed that shifting power relation in order to de-militarize, de-marginalize and democratize society is not just a job UN peace keeper and governments, these works can be done in the classroom too, 42% agreed with the statement, 20% of them were not sure and 12.5% disagreed.

Majority of the respondents agreed with the statement through some of them disagreed with the statement.

3.1.3.6 Awareness about Peace and Conflict

Under this item the teachers were asked whether English language teaching is one of the means to make the people aware of violent and conflict or not. The response obtained is shown as follows.

Figure No. 18
Awareness about Peace and Conflict

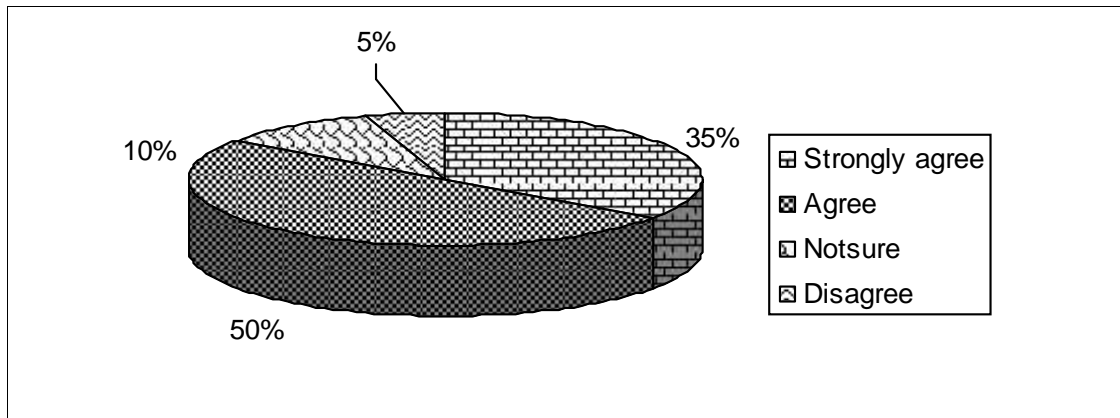


The above figure shows that 22.5% respondents strongly agreed that ELT is one of the major means to make the people aware of violent and conflict, 50% of them agreed, 20% remained unsure, 2.5% disagreed and 5% strongly disagreed. A little number of respondents only opposed the statement and most of them tool ELT as the means of awareness against violent and conflict.

3.1.3.7 Shaping the Attitude of Students towards other People, Culture, Societies, Religions and Life

The statement 'English language teachers are in close contact with the future citizens of the world and can shape their outlook towards other people, societies, culture, religions and ultimately life' was asked to the teachers. They gave the responses as presented below.

Figure No. 19
Shaping the Attitude of Students towards other People, Culture, Societies, Religions and Life



As shown in the above figure, 35% of the total respondents strongly agreed that English language teachers are in close contact with the future citizens of the world and can shape their outlook towards other people, societies, cultures, religions and ultimately to life, 50% agreed with this statement, 10% were found unsure and 5% disagreed. Most of the respondents were found in the favour of the statement.

3.1.4 Personal Attitudes of EFL Teachers

In this section, the teachers were asked to provide the information about the text or lesson related to peace in Compulsory English text books of secondary level. They were also asked to provide the suggestions regarding the contents that can be kept in those textbooks. They were also asked to put their opinion on how they can contribute in promoting peace. What can be their responsibilities in this field? Some open ended questions were asked to find out their attitudes or opinions in this field. The item wise analysis interpretation is done below.

3.1.4.1 Reasons to Teach English Language

The respondents were requested to provide their responses on the reasons to teach English. The teacher's responses on the questions, 'Why do you teach English language in your classroom?' are concluded in the following table.

Table No. 1
Reasons to Teach English Language

S.N.	Reasons to Teach English Language
1.	English language is a commonly used medium of communication.
2.	It is the dominant language in the world.
3.	To make the learners able to communicate with foreigners.
4.	To make the learners able to read English literature.
5.	English is a global language/international language.
6.	To give the information of current world, rights, culture, scientific invention etc. to the learners.
7.	It's the need of present day world.
8.	To promote peace, humanity, brotherhood, fraternity and to make the learners know the global issues.
9.	It is the most powerful language of the world.
10.	It helps to integrate people in peace, harmony and mutual understanding.
11.	To enhance critical thinking, decision making and problem solving skills in the learners.

From the above table, we can say that there are many reasons to teach English language. The teachers viewed English as international language and saw its importance in many areas, especially to teach global issues, to promote peace, mutual understanding, problem solving skills, to understand other culture and societies etc.

3.1.4.2 Global Issues Taught through ELT

The teachers were asked what kinds of global issues they think can be taught through ELT. Their responses are presented in the following table.

Table No. 2
Global Issues Taught Through ELT

S.N.	Global Issues
1.	Peace, war, human rights, child rights
2.	Social, political, economic and environmental issues
3.	Skills of conflict management
4.	Internal relation, Peace building
5.	Gender and cultural issues
6.	Co-operation and harmony
7.	Social behaviour, rites and costume
8.	Current international and national affairs
9.	Issues of ethnic conflict
10.	Issues related to racial discrimination
11.	Concept of human civilization
12.	Issues of social justice
13.	International co-operation and understanding

The above table shows that there are many global issues that can be taught through ELT. Most of the issues are related to peace, conflict, justice, rights and culture.

3.1.4.3 Responsibility of an English Language Teacher during Post Conflict Period in Nepal

The teachers were asked 'What is your responsibility as an English language teacher during the post conflict period in Nepal?' Their responses gave the following results.

Table No. 3
Responsibility of English Language Teacher during Post Conflict Period in Nepal

S.N.	Responsibilities
1.	To cope with global issues.
2.	Alert his/her student about present transitional period and world's scenario-concerning peace and prosperity.
3.	Motivate the learners towards peaceful activities.
4.	Aware pupils about the drawbacks of conflict.
5.	To promote the sense of humanity in the learners.
6.	To teach about the management of conflict and peace process.

7.	Encouraging learners towards peace and harmony.
8.	To equip them with patriotic feeling.
9.	To give peace education to learners.
10.	To give the pupils with the knowledge of social justice.
11.	Make the pupils aware about peaceful Nepal.
12.	Teaching world's experiences of conflict management.

The above responses show that the EFL teachers can play a great role to manage the conflict and promote understanding among the learners. Their roles can be the milestone in peace building.

3.1.4.4 Preparing Students to Cope with Terrorism, Ethnic, Conflict and Social Inequality

The purpose of the item was to find out how the EFL teachers can prepare their students to cope with the global issues of terrorism, ethnic conflict and social inequality. The responses are presented below:

Table No. 4
Preparing Students to Cope with Terrorism, Ethnic, Conflict and Social Inequality

S.N.	Ways to Prepare Students to Cope with Terrorism, Ethnic Conflict and Social Inequality
1.	Providing information and awareness related to global issues.
2.	Teaching them the experiences of conflict management of different countries.
3.	Making discussions, organizing interaction on these issues.
4.	Teaching contents related to these issues.
5.	Involving the learners in the programs related to these issues.
6.	Giving illustrations about these issues.
7.	Making them aware about the bad impacts of these issues.
8.	Taking the extract from different articles and making discussion in them.
9.	Giving the students different project works.

The table shows that the main ways or techniques that the teachers can use to cope their learners with the global issues of terrorism, ethnic conflict and social inequality are raising awareness, bringing the international experiences, giving

project works, teaching contents related to these issues, illustrations on these issues etc.

3.1.4.5 Teacher's Contribution in Peace Building

The teachers were asked how they can contribute in peace building. They gave the following responses.

Table No. 5
Teacher's Contribution in Peace Building

S.N.	Teacher's Contribution in Peace Building
1.	He himself can take part in public awareness camping.
2.	Assuring students about the importance of peace in nation building.
3.	Helping to promote mutual respect among the pupils of different social and cultural background.
4.	Making his students peace volunteers.
5.	He/She can contribute to develop mutual understanding, cooperation and harmony in the society.
6.	Conducting different participatory activities like role playing in the classroom.
7.	He/She can share the international experience of peace building to the local people.
8.	Promoting better knowledge of contemporary issues.
9.	Promoting the feeling of brotherhood.
10.	Relating the global issues to local issues.

The above table shows that there are many things that an EFL teacher can do to promote peace locally and globally. The EFL teachers can be the peace volunteers in a local level.

3.1.4.6 Contribution of Present Secondary Level Textbooks in Promoting Peace

The purpose of the item was to know the ways that secondary level English textbooks contribute the promotion of peace. Their responses are presented below.

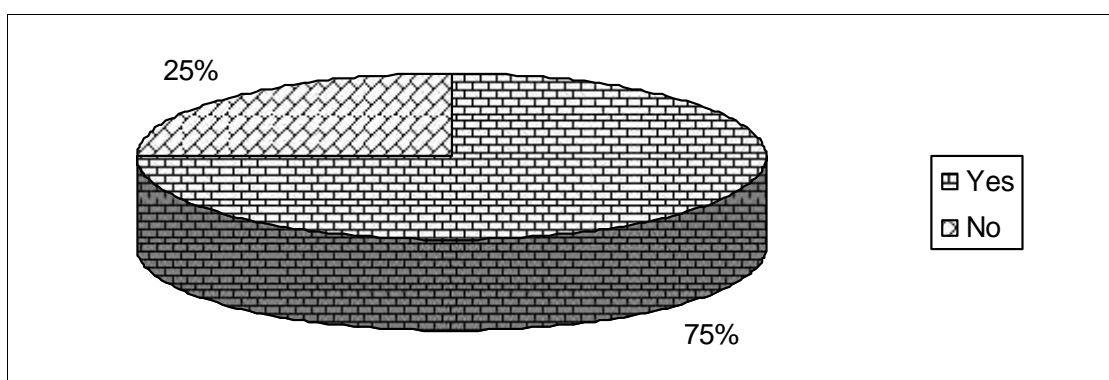
Table No. 6
Contribution of Present Secondary Level Textbooks in Promoting Peace

S.N.	Contribution of Present Secondary Level Textbooks in Promoting Peace
1.	There are some communicative activities.
2.	The texts are related to harmony and peace.
3.	These textbooks teach the learners the good manners and also teach them to be polite.
4.	The contents related to peace should be added.
5.	We can relate many activities to the present context of the nation.
6.	These responses show that these textbooks help us in promoting peace in many ways. They also suggested revising the textbooks for the purpose.

3.1.4.7 Contents Useful for Providing Peace Education in Secondary Level English Textbooks

The teachers were asked whether there are any contents useful to provide Peace Education in Secondary Level Textbooks or not. It was close ended question. They were asked to say 'yes' or 'no'. The following diagram shows their responses.

Figure No. 20
Contents Useful for Providing Peace Education in Secondary Level English Textbooks



Among the respondents, 75% thought that there are useful contents to provide peace and 25% of the teachers thought that there aren't any useful contents. Majority of the teachers thought there are useful contents to promote peace.

3.1.4.8 Contents to Provide Peace Education

This item was related to former item. The teachers were asked to list out the contents that can contribute in providing peace education if there are any. Their responses are presented in the following table.

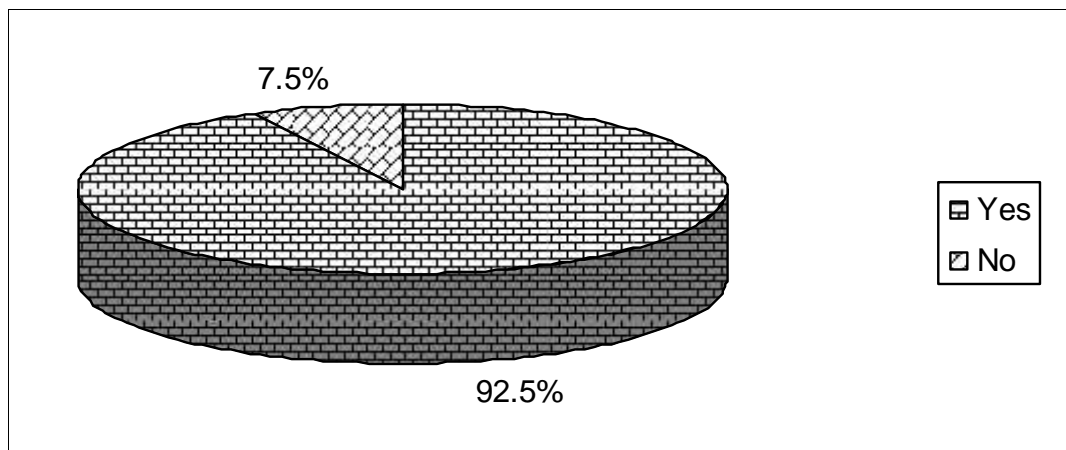
Table No. 7
Contents to Provide Peace Education

S.N.	Contents to Provide Peace Education
1.	Patriotism (Poem-Grade 10)
2.	Nelson Mandela is free (Newspaper article-9)
3.	Where the rainbow ends (Poem-10)
4.	Where the mind is without fear (Poem-10)
5.	Florence Nightingale (Passage-10)
6.	Touch (Poem-9)
7.	Madam and her madam (Poem-9)
8.	Expressing Apology (Have your say-9)
9.	Making polite requests (Have your say-9)
10.	Rules and regulations (Writting-9 and 10)

3.1.4.9 Possibility of Using Other Materials for Promoting Peace

The teachers were asked whether other materials than contained in the present secondary level English textbooks can be taught or not which can contribute in peace making. Theirs responses showed the following result.

Figure No. 21
Possibility of Using Other Materials for Promoting Peace



The above figure shows that 92.5% of the total respondents thought that other contents which do not exist in the present secondary level textbooks can be brought in the classroom for making peace in the country whereas 7.5% denied it. From this result the researcher came to the position that the contents related to peace can be brought and taught in the classrooms.

3.1.4.10 Suggestion about the other Materials

The teachers were asked to list down some materials that can be used in the classroom for the purpose of promoting peace. The following table shows their suggestions.

Table No. 8
Suggestion about the other Materials

S.N.	Suggestions
1.	Pamphlets, charts and posters related to peace
2.	Newspaper articles, slogans
3.	Audio and video texts
4.	Project works
5.	Reading passages related to human rights, harmony, justice, freedom, pictures
6.	Photograph, pictures
7.	Articles related to peace leaders and freedom fighters
8.	Language skills to show politeness and respect
9.	Poems, stories related to wars and violent
10.	Documentary and films
11.	Dramas
12.	Skills of negotiation, conflict management
13.	Texts related to terrorism and international understanding.

The above responses show that there are many more things that an EFL teacher can bring in the classroom and them while teaching English language as well as he can give peace education. So both the English language teachers and his pupils can contribute in peace building.

3.2 Analysis of the Secondary Level English Textbooks

There are two major aspects of textbook analysis. They are physical aspects and contents. There are many factors that constitute each of these components. For the purpose of promoting peace, the content aspect is important than its physical his research.

The content aspect refers to the inner quality made up of logical and psychological factors such as the selection, gradation and presentation of the materials in a proper way, the appropriateness of the decisive factors like curriculum; selection of materials according to the age interest and need of the learners, the reflection of current language learning principles, etc. For the purpose of the research, the researcher has analyzed the present secondary level compulsory English Textbooks; English (Grade IX) and English (Grade X). These textbooks are analyzed from the point of selection of the materials. The researcher has analyzed each material from the view point of promoting peace in the context of Nepal.

There are 20 units in Textbook IX which also included glossary, listening scripts and before you begin. Textbook X has 19 units and which also includes 'After you finish', 'Glossary' and 'Listening Texts'. Each unit in these textbook is divided into reading, writing, speaking, listening and grammar activities. Among these activities, reading, writing and speaking activities can play important role for the promotion of peace. So, these materials are analyzed here in detail.

3.2.1 Analysis of Textbook-IX

3.2.1.1 Reading

There are altogether thirty eight reading exercises in this textbook. All the units except unit 8 and 14 contain two/two reading exercises. The distribution of reading exercises in each unit with their genre is presented in the table below.

Table No. 9
List of Reading Texts in Textbook -IX

Unit	Topic	Genre
1.	Travel and Holidays Touch	Conversation Poem
2.	Lokesh leaves home The punishment should fit the crime	Story Newspaper article
3.	The little China chip Dance	Story Story
4.	Message of condolence	Letter and notice
5.	Message of congratulation Biography of Mahabir Pun	A congratulation card Biography
6.	Mouth to mouth resuscitation Madam and her madam	instructions Poem
7.	Cycle competition Film review	Notice Drama
8.	My little sister	Diary
9.	Smoking, queuing, fellowship application A suitable boy	Conversation and letter Drama
10.	A cooking breakfast Nelson Mandela is free	Drama Newspaper article
11.	The donkey boys	Advertisements Poem
12.	The Kathmandu Express Two boys go for a walk	Newspaper Story
13.	Grandfather's photograph The joy of being alive	Story Story
14.	Farming	Case study
15.	Buying a house Leisure	Conversation Poem
16.	Neighbours The rivals	Drama Poem
17.	A mother's warning Rickshaw ride	Story Poem
18.	In the desert: The biscuits Budhanilakantha army camp	Short story Story
19.	The panda	Essay News stories
20.	Paracetamol Rain sizes	Essay Poem

Among these, to list the topics suitable or can be used for the purpose of promoting peace, the followings can be listed.

1. Touch (Poem)
2. Nelson Mandela is free (News story)
3. Smoking, queuing (Conversation)

English textbook IX contains only few topics that can be used for promoting peace. The EFL teacher can use the poem 'Touch' (Unit-1) written by Hugh Lewin for this purpose. The teacher can teach the students the importance of love and affection. He can teach them the result of hatred too.

Another important reading exercise is contained in unit 10 that is 'Nelson Mandela is Free'. Though this exercise gives very brief information about Mandela, the EFL teacher can give additional information about him, his peaceful revolution and his contribution to end racial discrimination. This will show respect to others.

The conversation given as reading exercises in Unit-9, try to teach the students how to avoid other's bad activities in a polite manner. Rudeness changes into hatred and results in conflict but politeness increases the intimacy which results in love and peace.

3.2.1.2 Writing

Each unit in the English-IX textbook contains at least one writing exercise. In these exercises the students are asked to write different letters, conversations, newspaper articles, paragraphs, stories, poems and essays. The EFL teachers can relate these activities to peace for example peace poems, peace letters, peace stories etc.

Exercise 15 writing about dancing culture in the pupil's community in unit 3, which gives the chance of exchanging culture; exercise 6(d) in unit 5 writing biography of famous person where the person can be someone who has contributed in peace, harmony or equality; exercise 13 of unit 9 writing about dowry system which is prevailing as the cause of conflict in the families and societies; exercise

15, unit 10 writing biography of freedom fighter etc. are some useful writing exercises from the English Textbook-IX.

3.2.1.3 Listening and Speaking

Each unit in this textbook has at least one listening and one speaking activities. In speaking activities, students are asked to have conversation with their friends. They also learn different communicative skills through these activities. When there's good or successful communication, there is a little chance for conflict. This book has included many activities which help to make good communication.

Among the speaking activities included in this textbook suggestion advice-unit 2, requests and responses unit-3, expressing in/ability unit-8, apologies and responses unit-9, asking for permission unit-10, persuading and advising unit-15, etc are some useful activities which help to created the peaceful environment and decrease the rate of conflict though they themselves do not give peace education.

This textbook doesn't contain any listening activity which can be useful to promote peace. But we can revise the textbook and put such activities which are helpful to promote peace.

3.2.1.4 Grammar

Another teaching item in the textbook-IX is grammar. Though we can use the texts related to peace education to teach grammar, there is not any exercise useful for the purpose of promoting peace in this textbook.

3.2.2 Analysis of the Textbook-X

3.2.2.1 Reading

There are thirty six reading exercises in this text book. Units 2, 3, 4, 8, 11, 12, 13, 16 and 19 contain one/one reading exercise and the units 1, 5, 6, 9, 10, 14, 15, 17

and 18 contain two/two reading exercises. The distribution of reading exercises in each unit with their respective genre is presented below.

Table No 10
List of Reading Texts in Textbook -X

Unit	Topic	Genre
1.	Weathers Para Wildlife Reserves	Poem Brochure
2.	Courage of Blind Girl	Drama
Revision-1	Pradip Pal	Story
3.	Hailstorm	Memoir
4.	Personal problem	Letter
5.	Culture Where the Mind is without Frear	Anecdotes Poem
6.	Career Knowledge	Drama Poem
7.	Breast feeding	Essay
Revision-2	Food	Essay
8.	Generation Gap	Drama
9.	NBL Parasa.....etc. Village life	Newspaper articles Letter
10.	Interview Autobiography	Story Autobiography
11.	Cultural differences	Regulations
Revision-3	Computer	Brochure
12.	Rumour	Cartoon captions
13.	Florence Nightingale	Biography
14.	Childhood Where the Rainbow Ends	Memoir Poem
15.	Hostel, Bus Zoo My Trip to Illam	Regulations Essay
Revision-4	Troublesome child	Story
16.	Health	Essay
17.	A Payment Greater than Money Directing a Tourist	Story Conversation
18.	First day at school Wildlife conservation	Story Essay
19.	An Accident	Story
After you finish	Exile Autobiography	Poem Autobiography

Among these reading items, some are quite helpful to provide peace education. Some of them are useful to create peaceful environment as well as to end conflicts. We can list the following topics as the useful activities to promote peace.

1. Where the Mind is Without Fear (Poem)
2. Cultural Differences (Regulations)
3. Florence Nightingale (Biography)
4. Patriotism (Poem)
5. Where the Rainbow Ends (Poem)
6. Hostel, Bus, Zoo (Regulations)
7. Exile (Poem)

From the above list we can say that there are 7 reading texts that can be helpful in promoting peace in the context of Nepal. The English language teachers can interpret these texts from the angle of making peaceful nation. It mostly depends on how the EFL teachers present texts in the classrooms and what kinds of activities do they make their students do in the classrooms.

The poem 'Where the Mind is Without Fear' written by Rabindranath Tagore urges that the whole is a single nation. According to the poem, the mind of the people should be free from the fear, superstition, prejudices, ignorance, ambition and so on. Knowledge should be peace, fraternity (Brotherhood), humanity, harmony, spirituality, equality, justice and so on. Finally, poet asks for the helps of Almighty God to make this world a free heaven where there are no fear, ignorance, biasness, superstition and other many evils. If the teachers become able to root this message of the poet, the students themselves will live peacefully and they will also make their effort to make the country peaceful.

Another important reading text useful for promoting peace is 'Cultural Differences'. This text tries to teach the students the rules and regulations that they need to follow in their culture or community. When the students learn the regulations

which they need to follow in their community, they will be well socialized. If develops mutual respect, love etc among the people of that community, there will be less chances of conflict among the people. The biography of the great lady Florence Nightingale in unit-13 is also an important reading activity to lead the students towards peace. Though Nightingale is presented as the health worker in this biography, her kindness, empathy towards the wounded soldier, her love towards them can't be underestimated.

'Patriotism' by Sir Walter Scott is another important poem in unit 13, which develops patriotic feeling in its readers. The poem urges its readers to love their country. According to the poem, a person without patriotic feeling towards his nation dies twice. This message of the poem will also develop patriotic feeling in our students too. When its people have the strong feeling of patriotism and nationality there will be love, respect and harmony among the people in the country.

Rime's work 'Where the Rainbow Ends' included in the 14th unit is another mentionable poem for the researchers purpose. The poet appeals all the people to end any kind of discrimination existing in the world. He appeals for harmony, justice and brotherhood. This poem can empower our learners with the will of ending all kinds of discriminations prevailed in their society and the nation as well.

People must follow different rules and regulations everywhere. The reading texts in unit 15 exercise one, teach different regulations that they need to follow at hostel, zoo and vehicles. If we can make the students follow these regulations, it certainly decreases the number of conflict in these places. Similarly, they can also teach these regulations to others who are unknown about these.

The poem 'Exile' written by Alan Duff is another example of the content which can be helpful for promoting peace. This poem gives strong emphasis on freedom. This poem teaches us to respect others freedom which leads us to peaceful path.

3.2.2.2 Writing

Like the Textbook-IX, Textbook-X also contains at least one writing exercise in each unit. The 10th graders are made to write different stories, letters, news articles, paragraphs, dialogues, posters, rules and regulations, biography, poems, diaries and essays. Some of these activities given in this textbook are useful in peace building. Exercise 4(a) in the 4th unit, 4(a) and (b) and exercise 16(b) and (c) in the 5th unit, exercise 5 in the 11th unit, exercise 5(a) in the 13th unit and exercise 16 in the 14th unit are some important writing exercises which can promote peace.

3.2.2.3 Listening and Speaking

At least one listening activity and one speaking activity are there in each unit. The listening activities, though strengthen the listening skill, they do not seem to have any kind of direct relation to peace making. But there are some speaking activities useful for the purpose of peace building.

Exercise 10, before you begin, exercise 6 in unit 8, exercise 5(b) in unit 16 are the exercise useful for the purpose of peace building.

3.2.2.4 Grammar

No grammar exercise useful for promoting peace was found in this textbook. But the teacher can bring the texts related to peace to teach grammar. For example question no. nine in SLC examination can be related to peace.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATION

On the basis of analysis and interpretation of the data obtained, the following findings and recommendations have been drawn.

4.1 Findings

The findings of the study are as follows:

- a. It was found that peace education is better to provide from the educational institution i.e. schools, colleges and universities. And it is suitable to provide peace education from the beginning i.e. from the primary level.
- b. Peace education needs to aim in giving education on humanity for justice and peace. Most of the teachers (almost 85%) believe that education on humanity helps in promoting peace.
- c. Peace education aims to provide insight into the global issues likewise English language teaching also includes the global issues as its contents. Majority of the teachers (67.5%) think that peace education can be given to the pupils through English language teaching. It is not necessary to keep a separate course to give peace education.
- d. Most of the teachers, i.e. 92.5% view that ELT develops respect and mutual understanding of the culture among the students of different cultural background. And 95% of the teachers agree the view that ELT equips the learners with the knowledge, skills and values which help them to confront local and global conflicts.

- e. Only 5% of the teachers opposed the idea that ELT promotes social responsibility among learners. Majority of the teachers (95%) think ELT makes the learners socially responsible too.
- f. The secondary level English teachers see lots of contribution of ELT in building peace. It can educate pupils about peace, teach them respect social and cultural differences and also value human rights. Only very few (2.5%) teachers see no contribution of ELT in peace building.
- g. The teachers teaching English in the secondary level express the idea that ELT courses have used poems, stories, dramas, newspaper, articles, and biographies etc. as their contents. Majority of the teachers (87.5%) think that if we keep the texts related to peace like peace poems, peace stories etc. than we can promote peace while teaching language.
- h. The teachers have supported or they have accepted that in many ways the EFL classrooms help in promoting peace. 82.5% of the teachers agreed that the international experiences of peace building can be taught in the classroom. About 70% teachers think that classrooms provide the opportunity for the learners from the diverse societies to sit together. Almost 67% of the teachers support the idea that classrooms can support the governments and also to UN to de-militarize, de-marginalize and democratize the society.
- i. The secondary level EFL teachers said that they teach English language to their pupils to give information, to enhance critical thinking, problem solving skills, to promote mutual understanding, feeding of humanity and brotherhood. And they said that it is possible through English language because it is a global language. Almost 85% of the teachers supported the

idea that the pupils at present are the future citizens of the world and being in close contact with them the teachers can shape their positive outlook towards other people, societies, cultures, religions and life.

- j. According to the secondary level EFL teachers, the global issues like peace, war, human rights, social and political issues, conflict management, international relation, gender and cultural issues, harmony, cooperation, social justice, ethnic conflict etc. can be taught through ELT.
- k. The English language teachers have the idea that during the post conflict period in Nepal they can play a great role to direct the local community and pupils into the peaceful environment. They can alert them about the drawbacks of conflict, motivate them towards peaceful activities, teach them the world's experience of conflict management and develop harmony among them. They also agreed that while teaching English language, they can prepare their students to cope with terrorism, ethnic conflict and social inequality by organizing discussions and interaction among them, by teaching contents related to these issues, by giving them different project works and also by giving illustrations.
- l. The secondary level EFL teachers saw only few ways in which the present EFL textbooks can help in promoting peace. They also found only few exercises in these textbooks which are useful in promoting peace. They pointed out the need of revising these textbooks.
- m. The present secondary level EFL textbooks of Nepal (Textbook-IX and Textbook-X) include the activities of reading, writing, listening, speaking and grammar. Among them reading and writing activities are more important to promote peace. The researcher found only ten reading texts

in both the books which are suitable for this purpose. But these texts are not sufficient for the purpose.

- n. Writing activities are also found suitable for the purpose of peace making. Not only the textual activities, there are many activities that the teachers can give students for the practice of free and guided writing like writing peace poems, peace letters, articles, posters etc.

4.2 Recommendations

On the basis of the findings obtained through analysis and interpretation of the data, the following recommendations are purposed for pedagogical implication.

- a. All the teachers teaching English language are unaware of the fact that they can provide peace education to their learners while teaching English language. So, this shadowed, but most important aspect of language teaching should be disclosed among them. The governmental and non-governmental training agency must show them the utility and possibility of promoting peace through the language teaching and train the teachers to achieve this purpose of ELT.
- b. From the beginning the learners should be given education on humanity. Teachers' behaviour should be peaceful and they should teach their students to behave peacefully.
- c. Peace education can be given through ELT. For this purpose the present textbooks should be revised.
- d. The contents of language teaching should be related to peace, conflict, harmony, justice, humanity, mutual respect and understanding.

- e. Group work should be the major technique in ELT. The teacher must be very careful to form the group so that it can be inclusive.
- f. They should teach the extra materials more than the materials in the textbooks helpful for promoting peace.
- g. The present secondary level textbooks should be revised and while revising the contents as suggested below should be included.

Contents Suggested to Include in the EFL Textbooks

1. Peace Letters

Sample Text One: Letter to Tony Blair 6 December 2001

Dear Mr. Blair,
Please pull the emergency break!

I was horrified to hear of considerations to invade other countries. It is and was bad enough to get involved in this war in Afghanistan, which is clearly illegal according to international law. I do not feel comfortable at all being led into illegality by the Prime Minister of the country I am living in. The fact, that the United States of America does the same, does not give us any excuse to follow them.

There is a universal law:

"The motivation and energy you bring into your actions will impregnate the result with that same quality." If we want peace and justice, we need to approach the problem in a peaceful way and not break current law.

Britain has gained a strong position after America in the current situation - let's use our influence to set an example by saying: "We do not go any further!" "An eye for an eye makes the whole world blind" (Gandhi).

If Britain sets an example, many European countries will follow - and the war opposition in America will become stronger as well.

As you should know, fighting terrorism with bombs is bound to fail - it only creates more terrorists, motivated by revenge and their view of what is justice. Evidence is growing stronger every day, which this whole war is based on atrocities, which have been supported by certain forces within America, a huge cover-up, staged for what has been decided earlier in August. During the negotiations, the U.S. representatives told the Taliban: 'either you accept our offer of a carpet of gold, or we bury you under a carpet of bombs',"

Didn't your advisers tell you the story behind September 11th events?

We should not get involved in America's dirty business, but regain our integrity.

Thanks to the Internet the truth will come out sooner than you may think

I hope you have the strength to say NO.

Ralph Nimmann

2. Posters

Sample Text Two: A poster made by a student against war



3. Poems

Sample Text Three: All We Want Is Peace (Please)

Peace, Peace, Please,

Please, Peace, Please,

There's something we should do

That's not been done

Something we can win

That's not been won

Something we can SHOUT OUT

To end all their brutal war games
We Want Peace

Case for war was fake,
Don't let it fade
More lives can be saved
Got to be brave
Something we can shout out,
We want peace, and we want it right now
Talking is Free

All we want is Peace
All we need is Peace
All we ask is Peace, Please
Peace is all we want

All we crave is Peace
All we miss is Peace
All we lack is Peace
Peace is all we want

Something we can ask,
Before it's blown
Something we can grow
Before it's grown
Small green shoots of Peace
To educate next infancy
Believe me

All we want is Peace

All we crave is Peace
All we wish is Peace, please

Peace is all we ask
It's not a big task
Believe me
It's easy.

All we want is Peace, All we want is Peace,
All we need is Peace, All we need is Peace.
Peace is all we want,
Peace is all we want
Peace is all we need,
Peace is all we need.....
Gordon David

4. Biographies

Sample Text Four: Mother Teresa



Professor John Sanness, who chaired the committee, gave the speech of presentation for the 1979 prize to Mother Teresa. After speaking of the many paths to peace which had been recognized in previous awards, he explained what was special in this one:

Can any political, social, or intellectual feat of engineering, on the international or on the national plane, however effective and rational, however idealistic and principled its protagonists may be, give us anything but a house built on a foundation of sand, unless the spirit of Mother Teresa inspires the builders and takes its dwelling in their building?

Sanness explained that this spirit is rooted in the Christian faith. "She sees Christ in every human being, and this in her eyes makes man sacred... The hallmark of her work has been respect for the individual and the individual's worth and dignity. The loneliest and the most wretched, the dying destitute, the abandoned lepers, have been received by her and her Sisters with warm compassion devoid of condescension, based on this reverence for Christ in Man.

Sannes told how Mother Teresa was born into a Roman Catholic Albanian family living in Skopje, capital of the Yugoslav republic of Macedonia. At the age of twelve she had felt the call to help the poor, and a few years later decided to work in India. At the age of eighteen she joined the Irish order of Loreto and went to teach in their girls' school in Calcutta. After sixteen years she felt a new call, to work in the Calcutta slums. There she started a new order, the Missionaries of Charity, committed to serve the poorest of the poor, which soon spread into many other countries.

Working for people who were not of her race, religion or nationality, Mother Teresa had transcended all barriers. "With her message she is able to reach through to something innate in every human kind--- if for no other purpose than to create a potential, a seed for good." "She promotes peace in the most fundamental manner," Sanness concluded, "by her confirmation of the inviolability of human dignity."

5. Essays

Sample Text Five: Peace Process in Nepal

The Peace Process in Nepal moved forward through three crucial milestones, namely, the 12-points Agreement reached by SPA (Seven Party Alliance) and Communist Party of Nepal-Maoist in November, 2006, the April Movement of 2006 (*Jana Andolan II*), and the established of democracy (*Loktantra*) the same month. Now, the country has to do hard work for writing New constitution to shape New Nepal with satisfaction of all excluded and marginalized group.

The comprehensive Peace Accord promised a set of commitment to form a numbers of justice mechanisms: A Truth and Reconciliation Commission, A High-Level Inquiry Commission on Disappeared Citizens and Provisions for reparation for victims of the conflict.

21st September was celebrated as International Peace Day first time in Nepal by Ministry of Peace and Reconstruction with a special programme to mark the occasion. The day reflects to everyone as peace day, absence of war, justice day, a day for hope, a day for freedom from fear.

The Government of Nepal passed the bill "Commitment working field of local Peace Committee, 2065" with the objective to help on concerning the situation of transition period to promote peace agreement, the process of conflict transformation and peace building to make active and promote the value of agreement and concurrence. According to commitment of working field, there will be 75 Local Peace Committee and 3915 VDC level Peace Committee where one-third members should be necessary.

Commitment of the government and political parties vis-à-vis making public the status of Disappeared Citizens, Truth and Reconciliation Commission, Social Inclusion committee and Armies Management Committee have not been implemented.

References

- Anderson, M.B.(2003). *Hani Nagaraun* .(G.R. Bhattarai,Trans.)Kathmandu: Print-tek (Original book published 1999)
- Awasthi, J.R., Bhattarai, G.R. and Khaniya, T.R. (Eds.) (2010). *Expanding horizons in English*. Kathmandu: Vidyarthi Prakashan Pvt. Ltd.
- Barash, D.P. (Ed.) (2000). *Approach to peace; a reader in peace studies*. New York: Oxford University Press.
- Best, J.W. and Kahn, J.V. (1996). *Research in education*. New Delhi: Prentice-Hall.
- Bitchner, J. (2010). *Writing an applied linguistics thesis or dissertation*. UK: Palgrave MacMillan.
- Block, D. and Cameron, D . (Eds.).(2002). *Globalization and language teaching*. London and New York: Routledge
- Breen, P.(2010). *Teaching English for world citizenship*. Retrieved on 8 June, 2011 from <http://www.gilesig.org/newsletter>
- Constantinides,M.(2010). *Peace education and ELT*. Retrieved on 17 April,2011 from <http://marisaconstantinides.edublogs.org/tag/peace-education>
- Cummins, J. and Davison, C. (Eds.). (2007). *Handbook on English language teaching*. Kluwer.
- Fallinger, J. (1964). *Peace corps training program in Nepal; curricula and syllabus*. Eugene: University of Oregon.
- Grade 9 English* (1999). Bhaktapur: CDC, Ministry of Education.
- Grade 10 English* (1999). Bhaktapur: CDC Ministry of Education.
- Harmer, J. (2001). *The practice of English language teaching*. (4th ed.). London: Longman.

Hicks, D. (2004). Teaching for tomorrow: how can future studies contribute to peace education. *Journal of Peace Education*, 1:2, 165-178.

Ilyin, S. (Ed.). (1985). *What peace means to young people*. Moscow: Novesti Press Publishing Home.

Khaniya, T.R. (2007). *New horizons in education in Nepal*. Kathmandu: Kishor Khaniya.

Krishnamurti, J. (2007). *Think on these things*. India: Krishnamurti Foundation.

Kowalski, C.(2010). Teaching with peace stories in the classroom. Retrieved on 8 June, 2011 from <http://www.gilesig.org/newsletter>

Kumar, M. (1968). *Current peace research in India*. Varanasi: Gndhian Institute of Studies.

Kumar, R. (2005). *Research methodology*. (2nd ed.) Australia: Pearson Education.

Lutonil, G. (2010). Saving the world while learning ESL. Retrieved on 8 June, 2011 from <http://www.gilesig.org/newsletter>

Pauling, L. (Ed.). (1986). *World encyclopedia of peace*. Oxford: Pregamon Press.

Sealey, A. (2010). *Researching English language*. (2nd ed.). London and New York: Routledge.

Siwakoti, I.C. (204). *Peace initiatives in Dolakha and Ramechhap districts: a rapid assessment*. Kathmandu: Friends for Peace.

Veerabhadrappa, R.P. (2007). *Teaching of peace and conflict resolution*. New Delhi: Lotus Press.

<http://www.gilesig.org/newsletter>.

<http://www.google.com.np>

<http://www.tc.edu/centres/epe/>

<http://www.peaceeducationprogram.org>

<http://www.unicef.org/education>

<http://www.cooperation.org>

<http://www.wiscomp.org>

<http://www.peacecorpswiki.org/nepal>

<http://www.dcpds-tu.edu.np>