**PEACE LINGUISTICS AND PEACE IN LANGUAGE EDUCATION:**

**SELECTED REFERENCES**

**(Last updated 5 January 2025)**

Abe, M., & Beecroft, R. (2024). Fostering primary students’ competences for democratic culture in EFL: The PEACE project. *Language Teaching for Young Learners*. <https://doi.org/10.1075/ltyl.00055.abe>

Agar, M. (1996). Linguistic peace work. *Peace & Change*, *21*(4), 424-437. <https://doi.org/10.1111/j.1468-0130.1996.tb00281.x>

Akbana, Y. E., & Yavuz, A. (2022). Global issues in a series of EFL textbooks and implications for end-users to promote peace education through teaching English. *Journal of Peace Education*, *19*(3), 373-396. <https://doi.org/10.1080/17400201.2022.2140403>

Archer, D. T., Hajir, B., & McInerney, W. W. (Eds.). (2023). *Innovations in peace and education praxis*. Routledge.

Arfi, B. (2009). Probing the democratic peace argument using linguistic fuzzy logic. *International Interactions*, *35*(1), 30-57. <https://doi.org/10.1080/03050620902743838>

Arikan, A. (2009). Environmental peace education in foreign language learners’ English grammar lessons. *Journal of Peace Education*, *6*(1), 87-99. <https://doi.org/10.1080/17400200802655064>

Ariza, E. F., Forero, J., & Cardona, M. S. (2022). Peace education in a Columbian master of arts program. In B. Birch (Ed.), *Creating classrooms of peace in English language teaching* (pp. 36-52). Routledge.

Birch, B. M. (Ed.). (2022). *Creating classrooms of peace in English language teaching*. Routledge.

Braatz, T. (2018). Teaching peace, not war, to U.S. history students. *Peace Review, 30*(3), 339-347. <https://doi.org/10.1080/10402659.2018.1495864>

Calle-Díaz, L. (2019). Possibilities of building peace through classroom discourse: A positive discourse analysis. *Linguistics and Education, 54,* 1-10. <https://doi.org/10.1016/j.linged.2019.100762>

Cates, K. A. (1992). Global education, peace education and language teaching. *TESL Reporter*, *25*, 9-9.

Cay, W. C. (1998). The practice of linguistic nonviolence. *Peace Review*, *10*(4), 545-547. <https://doi.org/10.1080/10402659808426201>

Chandra, Y. (2023). Teacher as a peace leader: A new peace linguistic approach to “Freedom Writers”. *Englisia: Journal of Language, Education, and Humanities*, *11*(1), 324-339.

Charalambous, C., Charalambous, P., & Rampton, B. (2021). International relations, sociolinguistics and the ‘everyday’: A linguistic ethnography of peace-building through language education. *Peacebuilding*, *9*(4), 387-408. <https://doi.org/10.1080/21647259.2021.1895604>

Chaux, E., Bustamante, A., Castellanos, M., Jiménez, M., Nieto, A. M., Rodríguez, G. I., Blair, R., Molano, A., Ramos, C., & Velásquez, A. M. (2008). Aulas en paz (Classrooms in peace): Teaching strategies. *Interamerican Journal of Education for Democracy*, *1*(2), 166-187.

Clarke-Habibi, S. (2018). Teachers’ perspectives on educating for peace in Bosnia and Herzegovina. *Journal of Peace Education, 15*(2), 144-168. <https://doi.org/10.1080/17400201.2018.1463209>

Clyne, M. (1987). The role of linguistics in peace and conflict studies. *Australian Review of Applied Linguistics*, *10*(1), 76-97. DOI: <https://doi.org/10.1075/aral.10.1.05cly>

Conforti, O. D. F. (2019). Education for peace: What building peace means. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *2*(4), 20-26. https://doi.org/10.33258/birle.v2i4.490

Curtis, A. (2017). Back from the battlefield: Resurrecting peace linguistics. *TESL Reporter*, *50*(1), 20-34.

Curtis, A. (2017). Whatever happened to peace (linguistics)? *The English Connection*, (Korea TESOL), *21*(3), 23-24. <https://koreatesol.org/sites/default/files/pdf_publications/TECv21n3Autumn2017_0.pdf>

Curtis, A. (2018). Peace linguistics: Applying language education to global education. *Global Issues in Language Education* (Japan Association for Language Teaching), *107*, 18-20.Curtis, A. (2018). Introducing and defining peace linguistics. *The Word* (Hawai’i TESOL) *27*(3), 11-13.

Curtis, A. (2018). Re-defining peace linguistics: Guest editor’s introduction. *TESL Reporter*, *51*(2), 1-9.

Curtis, A. (2018). The new peace linguistics: Guest editor’s concluding comments. *TESL Reporter*, *51*(2), 101-107.

Curtis, A. (2020). ‘Warist discourse’ and peace linguistics in pandemic times. *The Word* (Hawai’i TESOL), *29*(3), 46-48.

Curtis, A. (2022). *The new peace linguistics and the role of language in conflict*. Information Age Publishing.

Curtis, A. (2022). A new peace linguistics approach to empathy, language and leadership. In B. M. Birch (Ed.), *Creating classrooms of peace in English language* teaching (pp. 59–72). Routledge.

Curtis, A. (2024). *Bad language: Decoding Donald Trump*. Wayzgoose Press.

Curtis, A. & Gomes de Matos, F. (2018). Interview with Professor Francisco Gomes de Matos. *TESL Reporter*, *51*(2), 96-100.

Curtis, A., & Oxford, R. L. (2021). Applying peace linguistic: What peace-builders can learn from the languages of hurt, hate and harm. In R. L., Oxford, M. M. Olivero, M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 214-227). Multilingual Matters.

Curtis, A. & Tarawhiti, N. (2018). *Peace linguistics in the language classroom*. *TESL Reporter*, *51*(2), 77-95.

Dietrich, W. (2024). It peaces! On the linguistic significance of peacing as activity. *Factis Pax: Journal of Peace Education and Social Justice*, *18*(2).

Edung, M. T. (2015). The culturo-linguistic factor as a facilitator of peace in present-day Nigeria–Cameroun border relations. *Journal of Language and Communication*, *2*(2), 50-64.

Erling, E. J. (2017). *English across the fracture lines: The contribution and relevance of English to security, stability, and peace*. British Council.

Erling, E. J. (2017). English across the fracture lines: The role of English in stability, security and peace. In E. J. Erling (Ed.), *English across the fracture lines* (pp. 7-22). British Council.

Escudé, C. (2018). ‘Linguistic peace’?: Reflections on the interstate security consequences of Iberian American linguistic kinship versus European linguistic fragmentation. In G. Press-Barnathan, R. Fine, & A. M. Kacowicz (Eds.), *The relevance of regions in a globalized world* (pp. 137-154). Routledge.

Farid, S., & Shakur, N. (2022). Halliday's Metafunction and Galtung's Peace Paradigms: An interpersonal metafunctional analysis of peace paradigms in the selected political speeches. *Balochistan Journal of Linguistics*, *10*, 25-25.

Fu, J. (2021). Exploring peacebuilding strategies to develop teacher-student interpersonal relationships in English as a foreign language/English as a second language classrooms. *Frontiers in Psychology, 12*, 10-13. <https://doi.org/10.3389/fpsyg.2021.736315>

Gbeyonron, C. I. (2023). Impact of indigenous languages on conflict management in Yobe State: Implications for applied peace linguistics in fragile settings. *Ogbazuluobodo: University of Nigeria Journal of Multidisciplinary Studies, 5*(1), 173-186.

Gbeyonron, C. I. (2024). *Adichie’s Half of a Yellow Sun* as a tool for countering ethnocentric language use: Implications for applied peace linguistics. *Journal of Linguistics, Language, and Culture (JOLLC), 11*(1).

Gilbert, I. (2022). The language factor and the peace agenda: A reaffirmation. *International Journal of Arts, Languages, Linguistics and Literary Studies*, *11*(3).

Golubenko, E. A. (2019). Field organization of concerts “war” and “peace” in the modern linguistic world view. *RUDN Journal of Language Studies, Semiotics and Semantics*, *10*(1), 197-212. DOI: <https://doi.org/10.22363/2313-2299-2019-10-1-197-212>

Gomes de Matos, F. (2014). Peace linguistics for language teachers. *DELTA* (*Documentação de Estudos em Lingüística Teórica e Aplicada*), *30*(2), 415-424. <https://doi.10.1590/0102-445089915180373104>

Gregersen, T., & MacIntyre, P. D. (2020). Acting locally to integrate positive psychology and peace: Practical applications for language teaching and learning. In R. L. Oxford, M. M. Olivero, & M. Harrison (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 179-195). Multilingual Matters.

Gyamerah, K., Baidoo-Anu, D., & Ahmed, A. (2023). Sankofa: Re-imagining peacebuilding through education in Ghana. In D. T. Archer, B. Hajir, & W. W. McInerney (Eds.), *Innovations in peace and education praxis* (pp. 163-178). Routledge.

Hare, P., Keedwell, A., & Tasevska-Dudeska, V. (2017). Experiences of British Council projects for peacekeeping and stability. In E. J. Erling (Ed.), *English across the fracture lines* (pp. 213-225). British Council.

Innocentia, A. C. (2020). Peace linguistics: Imperatives for escaping friction and peacebuilding in social interaction. *IGWEBUIKE: African Journal of Arts and Humanities*, *6*(5).

Ishihara, N., Orihashi, T., & Clark, Z. (2019). Innovation in elementary classrooms: Integrating the teaching of English, history and peace linguistics. In H. Reinders, S. Ryan, S. Nakamura (Eds.), *Innovation in language teaching and learning: The case of Japan* (pp. 47-69). Palgrave MacMillan. https://doi.org/10.1007/978-3-030-12567-7\_4

Jeffries, L., O’Driscoll, J., & Evans, M. (2018). Language in conflict: Linguistics in mediation. In D. McIntyre & H. Price (Eds.), *Applying linguistics* (pp. 124-136). Routledge.

Kelly, U. (2023) Towards post/critical peace education? A meditation in progress. In D. T. Archer, B. Hajir, & W. W. McInerney (Eds.), *Innovations in peace and education praxis* (pp. 115-144). Routledge.

Krijtenburg, F., & de Volder, E. (2015). How universal is UN ‘peace’?: A comparative linguistic analysis of the United Nations and Giryama (Kenya) concepts of ‘peace’. *International Journal of Language and Culture*, *2*(2), 194-218. <https://doi.org/10.1075/ijolc.2.2.03kri>

Kruger, F. (2012). The role of TESOL in educating for peace. *Journal of Peace Education*, *9*(1), 17-30. <https://doi.org/10.1080/17400201.2011.623769>

Kuppens, L., & Langer, A. (2020). Reconciling before educating? Narratives of conflict and peace among teachers in Côte d’Ivoire. *International Journal of Intercultural Relations, 76*, 37-51. <https://doi.org/10.1016/j.ijintrel.2020.02.006>

Kurian, N., & Kester, K. (2019). Southern voices in peace education: Interrogating race, marginalisation and cultural violence in the field. *Journal of Peace Education, 16*(1), 21-48. <https://doi.org/10.1080/17400201.2018.1546677>

Luttermann, C., & Luttermann, K. (2021). Towards peace in Europe: On legal linguistics, prosperity and European identity–the European Reference Language System for the European Union. *International Journal of Legal Discourse*, *6*(1), 7-41. <https://doi.org/10.1515/ijld-2021-2044>

McNair, R. L., & Herrera, L. J. P. (2022). Peacemaking circles in the English language classroom. In B. M. Birch (Ed.), *Creating classrooms of peace in English language teaching* (pp. 194-207). Routledge.

Millican, J., Kasumagić-Kafedžić, L., Masabo, F., & Almanza, M. (2021). Pedagogies for peacebuilding in higher education: How and why should higher education institutions get involved in teaching for peace? *International Review of Education, 67*(5), 569-590. <https://doi.org/10.1007/s11159-021-09907-9>

Nikolova, A. (2023). What's ‘good’ about artography from prison? Poetic lives as peaceable lives. D. T. Archer, B. Hajir, & W. W. *Innovations in peace and education praxis* (pp. 179-195). Routledge.

Oluga, S. M., Seng, T. C., & Rajoo, G. S. R. (2015). The paradox of the quest for global peace and the linguistic violence of some countries’ national anthems: A critical discourse perspective. *Global Journal of Human-Social Science: Linguistics and Education*, *15*(1), 82-85.

Ortega, Y. (2019). Peacebuilding and social justice in English as a foreign language: Classroom experiences from a Colombian high school. In E. A. Mikulec, S. Bhatawadekar, C. T. McGivern, & P. Chamness (Eds.), *Reading in language studies: Intersections of peace and language studies* (pp. 63-90). International Society for Language Studies.

Oxford, R. L. (2013). *The language of peace: Communicating to create harmony*. Information Age Publishing.

Oxford, R.L., & Curtis, A. (2021). Exploring peace language: Hope, help and harmony. In R. L. Oxford, M. M. Olivero, M. Harrison, & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 228-241). Multilingual Matters.

Oxford, R.L., Olivero, M.M., Harrison, M., & Gregersen, T. (Eds.), *Peacebuilding in language education: Innovations in theory and practice*. Multilingual Matters.

Parcon, B. S., & Adriano, T. Q. (2024). Peace linguistics in the academic community through the lens of English language teachers: A multiple case study. *Randwick International of Education and Linguistics Science Journal*, *5*(1), 54-69. [https://doi.org/10.47175/rielsj.v5i1903](https://doi.org/10.47175/rielsj.v5i1903%20)

Parker, C., & Bickmore, K. (2020). Classroom peace circles: Teachers’ professional learning and implementation of restorative dialogue. *Teaching and Teacher Education*, *95*, 103129. <https://doi.org/10.1016/j.tate.2020.103129>

Patel, J., & Kester, K. (2023). Reflective research in peace education: Theory and practice. In D. T. Archer, B. Hajir, & W. W. McInerney (Eds.), *Innovations in peace and education praxis* (pp. 65-81). Routledge.

Rahman, A. (2017). The role of English in UN peacekeeping missions: A case study of Bangladeshi peacekeepers in Sierra Leone. In E. J. Erling (Ed.), *English across the fracture lines* (pp. 227-240). British Council.

Ramezanzadeh, A., & Rezaei, S. (2023). Higher education English language professors' conceptualisation of peace: A call for integrating critical peace practices into teaching and teacher education programmes. *Teaching and Teacher Education*, *135*, 104331. <https://doi.org/10.1016/j.tate.2023.104331>

Ramsbotham, O., & Woodhouse, T. (2019). Afterword: Connecting linguistics and conflict research. In M. Evans, L. Jeffries, & J. O'Driscoll (Eds.), *The Routledge handbook of language in conflict* (pp. 575-580). Routledge.

Saba, K. (2024). Building a just world through peace linguistics: Decolonizing and de-gendering communication. In S. L. Connaughton, & S. Pukallus (Eds.), *The Routledge handbook of conflict and peace communication* (pp. 417-428). Routledge.

Shepard Wong, M. (2017). Linguistic, religious, and ethnic identities as pathways to peace: Views from eight Lisu, Karen, Kachin, and Chin seminary teachers in Myanmar. *Asian Englishes*, *19*(3), 211-227. <https://doi.org/10.1080/13488678.2017.1397331>

Tan, D. (2019). Positive peace, peace linguistics, critical theory and the Democratic People’s Republic of Korea (DPRK). *大手前大学 IIE ジャーナル*, *5*, 129-136.

Tulgar, A. T. (2017). Peace education in foreign language classroom. *Journal of Education and Practice*, *8*, 72-77.

Tum, D. O., & Kunt, N. (2021). Language learning under the shadow of conflict: Teachers’ beliefs about teaching the language of the “other.” *Teaching and Teacher Education, 107*, 103485. <https://doi.org/10.1016/j.tate.2021.103485>

Ugoji, S. C. (2017). The impact of language development and global peace initiative in the 21st century: The linguistic perspective. *AFRREV IJAH: An International Journal of Arts and Humanities*, *6*(1), 85-97. DOI: [10.4314/ijah.v6i1.8](https://doi.org/10.4314/ijah.v6i1.8)

Vasilopoulos, G., Romero, G., Farzi, R., Shekarian, M., & Fleming, D. (2019). The practicality and relevance of peace in an EFL teacher training program: Applications and implications. *Critical Inquiry in Language Studies*, *16*(1), 10-29. <https://doi.org/10.1080/15427587.2018.1520599>

Wenden, A. L. (2003). Achieving a comprehensive peace: The linguistic factor. *Peace & Change*, *28*(2), 169-201. <https://doi.org/10.1111/1468-0130.00258>

Wenden, A. L. (2007). Educating for a critically literate civil society: Incorporating the linguistic perspective into peace education. *Journal of Peace Education*, *4*(2), 163-180. <https://doi.org/10.1080/17400200701523561>

Wright, J. (2019). Peace Linguistics: Contributions of Peacelinguactivist Francisco Gomes de Matos. *Humanising Language Teaching*, *21*(6).

Wright, J. (2022). Applied peace linguistics: Some pioneers and their contributions. *Humanising Language Teaching*, *24*(1). <https://www.hltmag.co.uk/feb22/applied-peace-linguistics>

Wright, J. (2024). Jocelyn Wright introduces some of the field’s pioneers and their contributions. *Language Magazine: Improving Literacy & Communication*. <https://www.languagemagazine.com/2024/12/02/applied-peace-linguistics/>

Wright, J., de Matos, F. G., & Lee, Y. C. (2024). Advancing peace linguistics: A holistic approach integrating Galtung’s theories and linguistics. *영어학연구*, *30*(3), 83-103.

Zamalieva, A. I. (2020). Promoting peace education via language teaching. *ARPHA Proceedings*, *3*, 2885-2893. doi:10.3897/ap.2.e2885

Zembylas, M. (2011). Peace and human rights education: Dilemmas of compatibility and prospects for moving forward. Prospects, 41(4). DOI: 10.1007/s11125-011-9212-8