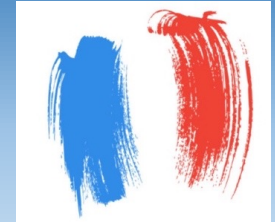


**PCE2022**



**Identifying Ideologies of War and Peace  
in EFL Reading Material for Peace Education:  
A Systemic Functional Linguistics Approach**

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# **Outline of this Presentation**

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# **1.1 Introduction: Peace education**

## **1.1 Peace education**

**Peace education** has broadened its focus:

from **international peace & the prevention of war**

to **social justice** (e.g., Bajaj, 2015),

**human rights** (e.g., Jones, 2006)

**environmental education** (e.g., Naoufal, 2014)

**multicultural education** (e.g., Rennebohm-Franz, 1996)

(McCorkle, 2017).

# **1.1 Introduction: Peace education**

## **1.1.1 Definition of 'peace education'**

Peace education is teaching and learning:

- (1) to dismantle all forms of violence**
- (2) to create structures that build and sustain a just and equitable peace" (Bajaj and Hantzopoulos, 2016).**

# 1.1 Introduction: Peace education

## 1.1.1 Definition of 'peace education' *(continued)*

Peace education requires:

- (1) **the transmission of knowledge** about requirements of, the obstacles to, and possibilities for achieving and maintaining peace;
- (2) **training in skills** for interpreting the knowledge;
- (3) **the development of reflective and participatory capacities** for applying the knowledge to overcome problems and achieve possibilities. (Reardon, 2000)

# **1.1 Introduction: Peace education**

## ***1.1.1 Definition of 'peace'***

There are two core concepts of peace in the study of peace education:

- (1) negative peace;**
- (2) positive peace.**

# 1.1 Introduction: Peace education

## *1.1.1 Definition of 'peace' (continued)*

### **(1) Negative peace**

The absence of **direct, physical violence**.

Examples of direct violence are **torture, war, militarism, rape** and **other forms of aggression**.

Efforts to promote negative peace include **disarmament** and **peacekeeping initiatives** (Bajaj, 2019)



# 1.1 Introduction: Peace education

## *1.1.2 Definition of 'peace' (continued)*

### **(2) Positive peace**

The absence of **structural and cultural violence** and emphasises the promotion of **human rights** to ensure a comprehensive notion of **social justice**.

# 1.1 Introduction: Peace education

## *1.1.2 Definition of 'peace' (continued)*

### **(2) Positive peace**

**Indirect violence** refers to structural and cultural forms of violence that privilege some to the marginalization of others.

(e.g., **racism, sexism, colonialism, culturally-condoned exclusion among others**) (Galtung, 1969).

# 1.1 Introduction: Peace education

## *1.1.3 Pedagogy of peace education: Critical Reading*

**Critical reading**, proposed by Sun (2017) is about "engaging with texts and discourses as a means of:

- (1) bridging time and space;
- (2) critically understanding and altering the connections between the local and the global;
- (3) moving between cultures and communities;
- (4) developing transnational understandings and collaborations.

# 1.1 Introduction: Peace education

## *1.1.3 Pedagogy of peace education: Critical Reading*

**Critical reading** promotes readers to:

- (1) identify texts as crafted objects;
- (2) interrogate the inherent values and ideologies espoused by the text,
- (3) recognize their position as compliant or resistant readers
- (4) engage in multiple perspectives and impel social change."

# 1.1 Introduction: Peace education

## *1.1.3 Pedagogy of peace education: Critical Reading (continued)*

Readers will gain opportunities to

- (1) understand what is literary written in the text,
- (2) **clarify the inherent ideologies in it, reflect on their own stance on it, and think about what is important to promote peace as social agent.**

# 1.1 Introduction: Peace education

## *1.1.3 Pedagogy of peace education: Critical Reading (continued)*

**Critical reading** may resonate with the notion of **peace education** since it may provide opportunities for readers to

- (1) critically interpret the knowledge provided for achieving and maintaining peace
- (2) reflect on how the knowledge can be applied to resolve existing problems related to varieties of violence.

# 1.1 Introduction: Peace education

## *1.1.4 Research problems*

Peace education has broaden its fucus from negative peace to positive peace.

However, McCorkle (2017) argues that "**the aspect of actually problematizing war can be lost in this exceedingly wide array of contexts (p.5).**"

Therefore, I will focus on **war** as the main theme of this study.

# **1.1 Introduction: Peace education**

## ***1.1.4 Research problems (Continued)***

**Little research has been conducted by TESOL professionals into this realm** (Kruger, 2012) and it appears required to promote further research on this area in order to promote both positive and negative peace.

Therefore, this study will focus on **peace education in the area of TESOL.**



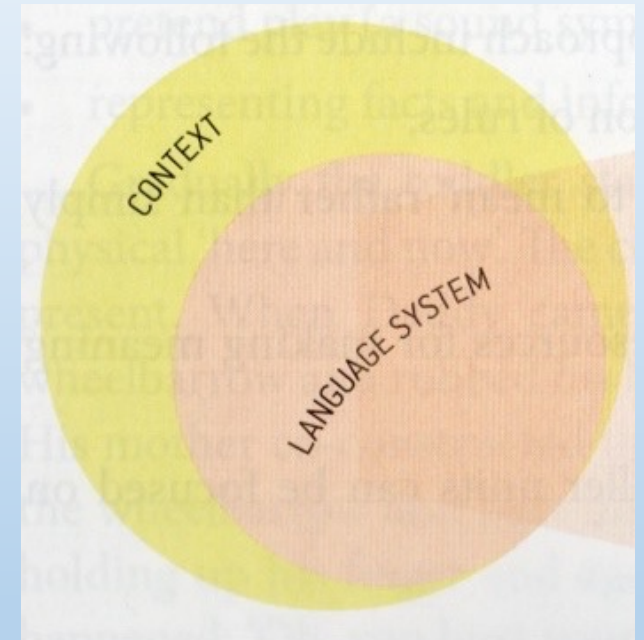
# 1.2 Introduction: SFL

## 1.2 Systemic Functional Linguistics (SFL)

SFL is a **social semiotic tool of linguistics**.

- (1) It identifies the roles of wordings in passages of a text, –**local focus**.
- (2) It explains why they make the meanings they do, –**global focus**

SFL focuses on "**the model of language in social context**" (Martin & Rose, 2008, p.3).



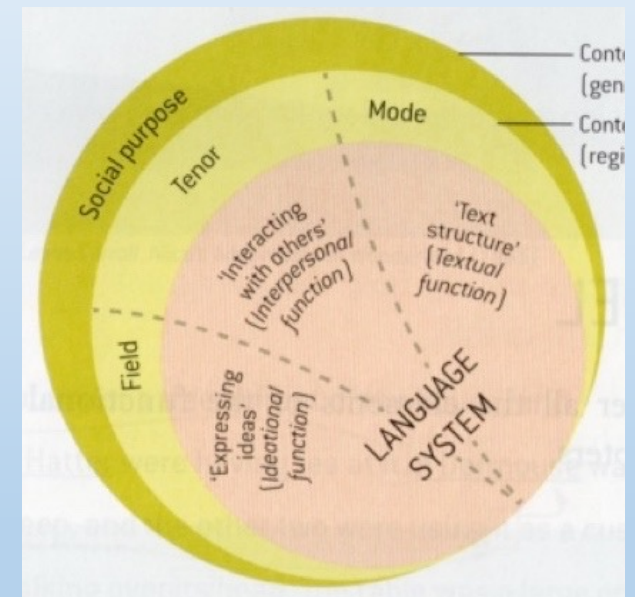
Jones & Derewianka(2016)

# 1.2 Introduction: SFL

## 1.2.1 Register

Social context, or genre, is a configuration of three dimensions (i.e., **register**):

- (1) **tenor** (relationships between interactants)
- (2) **field** (experience and logical connection)
- (3) **mode** (role of language [speaking or writing]).



Jones & Derewianka(2016)

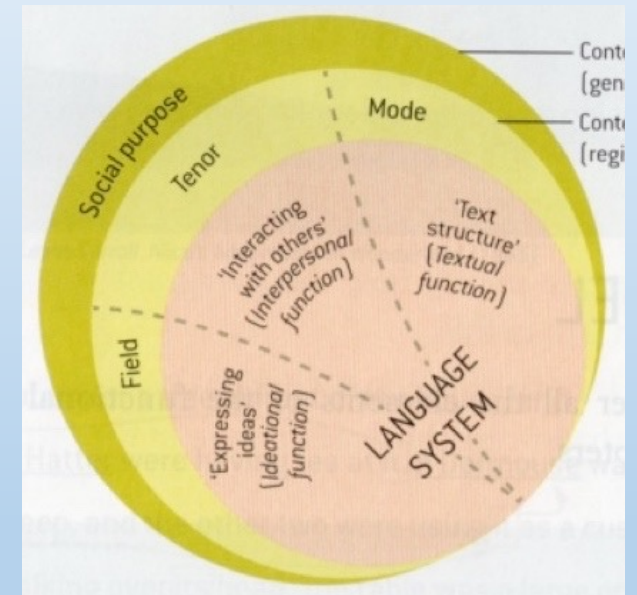
# 1.2 Introduction: SFL

## 1.2.1 (Meta-)function (continued)

Each dimension of register is realized by a particular function of language. Three types of functions are:

- (1) **Interpersonal function;**
- (2) **Ideational function;**
- (3) **Textual function.**

Jones & Derewianka (2016)



Jones & Derewianka(2016)

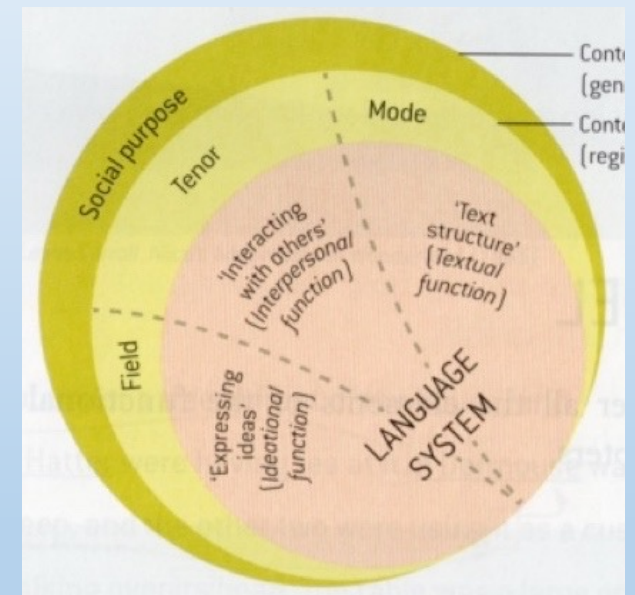
# 1.2 Introduction: SFL

## 1.2.1 (Meta-)function (continued)

### (1) Interpersonal function

Language resources for creating interpersonal meanings.

(e.g., interacting with others, expressing feelings, taking a stance, making judgements, etc.)



Jones & Derewianka(2016)

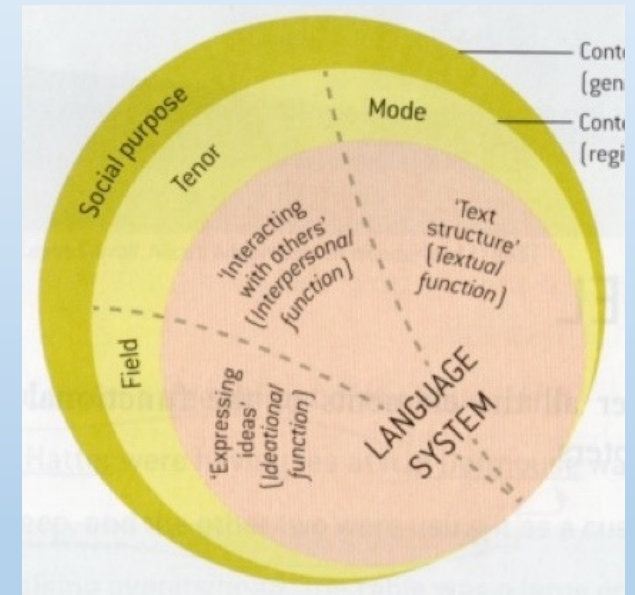
# 1.2 Introduction: SFL

## 1.2.1 (Meta-)function (continued)

### (2) Ideational function

Language resources for representing our experience of the world and connecting ideas.

(e.g. "What's happening?", "Who/what's involved?", "How?" "When?" "Where?" "Why?")



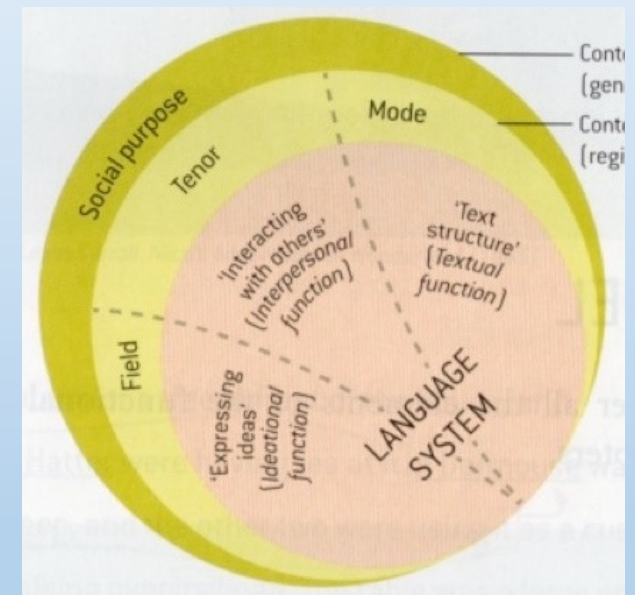
Jones & Derewianka(2016)

# 1.2 Introduction: SFL

## 1.2.1 (Meta-)function (continued)

### (3) Textual function

Language resources for shaping texts that are coherent and cohesive.

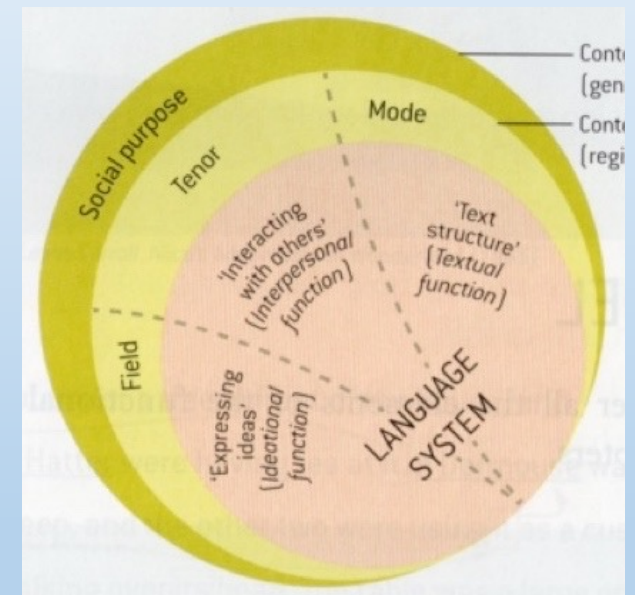


Jones & Derewianka(2016)

# 1.2 Introduction: SFL

## 1.2.1 (Meta-)function (continued)

"These three functions are interwoven with each other, so that we can achieve all three social functions simultaneously" (Rose & Martin, 2012, p. 7)."



Jones & Derewianka(2016)

# 1.3 Introduction: Ideologies

## 1.3 Ideologies

From the perspective of SFL, ideology and language are inextricably intertwined.

**"All language involves ideology, and so ideology is ubiquitous. At the same time, ideology requires language. Its power and pervasiveness, its mechanisms for continuity and for change – all come out of the inner organisation of language"** (Lukin, 2018).



# 1.3 Introduction: Ideologies

## 1.3 Ideologies (continued)

Thus, **language is always ideological.**

Language is ever present as a refractor of experience, and so is always imbued with the history and culture of a community

(Lukin, 2018)

# 1.3 Introduction: Ideologies

## 1.3 Ideologies (continued)

While powerful ideologies recruit all available semiotic resources, **language leads the way. Language is the engine room of ideology because ideology is simply “an artefact of processes of meaning”** (Hasan 1987, p.119).

Therefore, analysis of language enables us to clarify the ideology included in texts (e.g. **power, pervasiveness, its mechanisms for continuity and for change**)

# **1.4 Introduction: Research questions**

## **1.4 Research Questions**

The purpose of the study is to promote peace education by examining the ideologies of war and peace inherent in EFL textbooks, and the research questions are two folds:

- (1) What ideologies are included in the texts extracted from the EFL language textbooks in terms of war and peace?
- (2) What are the ideological differences between the texts in terms of war and peace?

## 2.1 Methodology: Material

### 2.1 Material

For the analysis of this study, the texts whose theme is associated with "**war and peace**" were extracted from two English textbooks currently used for public and private junior high schools (Year 7-9) in Japan.

The specific topic of the texts is "**the atomic bombing in Hiroshima during the Pacific War.**" The two textbooks focus on the same theme, but take different approaches to describing it.

## **2.1 Methodology: Material**

### **2.1 Material (continued)**

#### **Text 1: Stories about the atomic bomb victims & story tellers**

It consists of conversational exchange and description on story tellers about the atomic bombing.

#### **Text 2: Story about Obama's Speech on "the atomic bombing over Hiroshima"**

Text 2 introduces part of the Obama's speech made in Hiroshima in 2016 on the atomic bombing.

## 2.2 Methodology: Transitivity

### 2.2 Transitivity Analysis: Processes

Our experience is expressed through the system of Transitivity or processes, and processes represent the following activities and realized by verbal groups.

(1) activity in physical world (i.e., **material processes**)

(e.g., driving, teaching, shopping)

(2) activity in the inner world of thinking, feeling, and perceiving (i.e., **mental processes**)

(e.g., remembering, knowing, wanting, disliking, seeing)

## 2.2 Methodology: Transitivity

### 2.2 Transitivity Analysis: Processes (continued)

(3) verbal activity (i.e., **verbal processes**)

(e.g., saying, spluttering, exclaiming)

(4) being and having (i.e., **relational processes**)

(e.g., koala *is* a marsupial. It *has* a pouch)

(5) physiological and psychological activity

(i.e., **behavioral processes**)

(e.g., breathe, cough, dream, frown, gawk, grimace, grin)

## **2.2 Methodology: Transitivity**

### **2.2 Transitivity Analysis: Processes (continued)**

(6) existence (i.e., **existential processes**)

(e.g., There *was* snow on the ground)



## 2.2 Methodology: Transitivity

### 2.2 Transitivity Analysis: Participants

The selection of process involves a particular configuration of participant roles (e.g., **doer** and **receiver** of the actions, **thinker**, **senser**, **sayers**).

Participants are people, animals, objects and abstract things that participate in processes and realized by **nominal groups**.

## **2.2 Methodology: Transitivity**

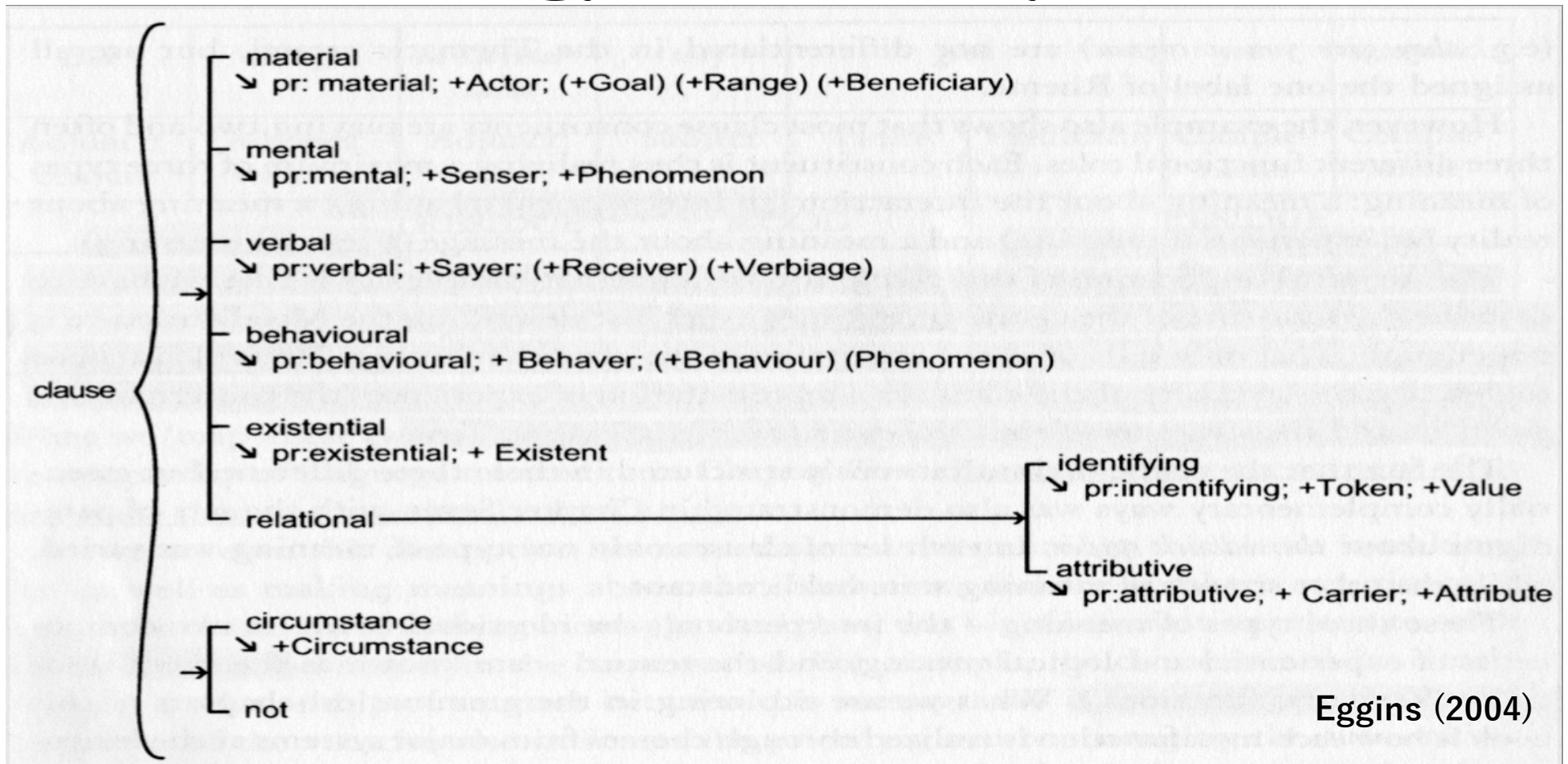
### **2.2 Transitivity Analysis: Circumstances**

There is also a minor system that represent our experience, called **circumstance**.

**Circumstances give the details surrounding an activity** (e.g., Where? When?, How? Why? and so on)

They are expressed through **adverbial groups** or **prepositional phrases**.

## 2.2 Methodology: Transitivity



# 3. Findings and Discussion

## 3.1 Text 1: Stories about the atomic bomb victims & story tellers

Process type	Processes in T1		Examples extracted from Text 1
	Number	%	
material	22	37.9%	visit, drop, hold, fold, come, went, destroy, burn, end, live, carry out, train, experience, repeat, give
verbal	9	15.5%	tell, say, speak
relational	15	25.9%	is, get, have
mental	9	15.5%	know, hear, learn, want, see, never forget
existential	3	5.2%	stand, die
behavioural	0	0.0%	
TOTAL	58	100.0%	

# 3. Findings and Discussion

## 3.1 Text 1: Interpretation

**[During the war]** Through **material processes**, the atomic bomb (as **Actor**) destroyed and burned everything, including people (as **Goals**).

On the other hand, the bomb (as **Goal**) was dropped but the agent who dropped the bomb is not described.

The only **action** the atomic bomb victims took was "went outside to escape from the war", and "fold paper cranes for wishing peace".

# 3. Findings and Discussion

## 3.1 Text 1: Interpretation (continued)

**[During the war]** The war (as **Actor**) ended without any agent who ended the war.

Through **mental processes**, victims (as **Senser**) saw the war, and did not know what to do for escaping the war.

# 3. Findings and Discussion

## 3.1 Text 1: Interpretation (continued)

[After the war] Through **material processes**, Hiroshima City and people (as **Actor**) are taking action (carry out a project, train successors of the storytellers, pass down the experience of the storytellers) for realizing peace.

Successors of storytellers take a role of **Actor** by passing downing, repeat, and giving the facts of the experience of the war.

# 3. Findings and Discussion

## 3.1 Text 1: Interpretation (continued)

[After the war] Through **relational processes**, the atomic bomb survivors are related to “**being in the hospital,**” “**getting old,**” “**decreasing**”.

The atomic bombing of the war is confirmed as “**the fact**”.

The war is related to “**tragic**”.



# 3. Findings and Discussion

## 3.1 Text 1: Interpretation (continued)

[After the war]

Talking about war is related to “**important** for peace.”  
and identified as “**need a strong will** to pass down”.

Learning about war and peace is related to “**important**”.

# 3. Findings and Discussion

## 3.1 Text 1: Interpretation (continued)

[After the war] Through **verbal processes**, Storytellers as **Sayer** frequently talk about the experience of war for peace.

Through **mental processes**, a successor of storytellers knows what to do for peace.

Students and generalized, "we," (as **Sensors**) know, heard of, learn about, never forget the war, for peace.

# 3. Findings and Discussion

## 3.1 Text 2: Story about Obama's Speech on the W.W.II & Peace

Process type	Processes in T2		Examples extracted from Text 2
	Number	%	
material	13	54.2%	visit, fall, find, spread, pursue, protect, extend, go through, change
verbal	5	20.8%	give a speech, began, closed his speech, say, left his words
relational	5	20.8%	is
mental	1	4.2%	know
existential	0	0.0%	
behavioural	0	0.0%	
<b>TOTAL</b>	<b>24</b>	<b>100%</b>	

# 3. Findings and Discussion

## 3.2 Text 2: Interpretation (continued)

[During the war] Through **material processes**, death (as **Actor**) took action (fell from the sky), and the world (as **Goal**) was changed.

However, the **agents** who caused death and changed the world were not identified.

# 3. Findings and Discussion

## 3.2 Text 2: Interpretation (continued)

[After the war] Through **material processes**, Obama takes a role of **Actor** by visiting Hiroshima and the museum, folding and leaving two paper cranes.

# 3. Findings and Discussion

## 3.2 Text 2: Interpretation (continued)

**[After the war]** Generalized "we" as **Actor** are frequently identified, and "we" take varieties of action to

- (1) find the courage
- (2) spread peace
- (3) pursue a world without nuclear weapons
- (4) protect the children of the city who live in peace
- (5) extend the fact the children of the city live in peace to every child.

# **3. Findings and Discussion**

## **3.2 Text 2: Interpretation (continued)**

**[After the war] Through relational processes, Obama as related to as the first sitting U.S. president to visit Hiroshima.**

This fact is valued as **meant a lot.**

# **3. Findings and Discussion**

## **3.2 Text 2: Interpretation (continued)**

**[After the war]**

The fact that the children of Hiroshima go through their day in peace is related to:

- (1) what a precious thing;
- (2) worth protecting;
- (3) worth extending to every child.



# 3. Findings and Discussion

## 3.2 Text 2: Interpretation (continued)

[After the war] Through **verbal processes**, Obama frequently takes a role of **Sayer** as gave, began, and closed this speech, and left his words, say.

The only use of **mental process** is "knowing" the agony of war. Obama used generalized "we" as **Senser** to share the feeling of war.

# 3. Findings and Discussion

## 3.3 Difference between Text 1 & Text 2

Process type	Processes in T1		Processes in T2	
	Number	%	Number	%
material	22	37.9%	13	54.2%
verbal	9	15.5%	5	20.8%
relational	15	25.9%	5	20.8%
mental	9	15.5%	1	4.2%
existential	3	5.2%	0	0.0%
behavioural	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>58</b>	<b>100.0%</b>	<b>24</b>	<b>100%</b>

# **4. Pedagogical Implication & Conclusion**

## **4.1 Critical Reading**

How can TESOL educators integrate these findings into their classroom for promoting peace education?

One example is that, as Sun (2017) proposes, they can ask students questions, focusing on the use of processes and the roles of participants in the text.

# 4. Pedagogical Implication & Conclusion

## 4.1 Critical Reading (continued)

### 4.1.1 *To interrogate the inherent values and ideologies represented by the text*

- (1) In the reading text, what are the things that are important for promoting peace?
- (2) Why do the texts NOT describe the agents who dropped the war, caused death, and changed the world?
- (3) Why did Obama often used "we" in his speech?

# **4. Pedagogical Implication & Conclusion**

## **4.1 Critical Reading (continued)**

### ***4.1.2 To recognize readers' position as compliant or resistant readers.***

(1) Do you agree or disagree with the stance reflected in the reading text?" Why?/Why not?

# **4. Pedagogical Implication & Conclusion**

## **4.1 Critical Reading (continued)**

### ***4.1.3 To engage in multiple perspectives and impel social change***

- (1) How can war have impacts on the lives of children?
- (2) What are the things you can do for promoting peace?

# 4. Pedagogical Implication & Conclusion

## 4.2 Teacher self-reflection

Bajaj (2014) highlights the importance of "**self-reflection** about educators' positionality and role in the process of peace education.

Clarifying and understanding of ideologies inherent in the teaching material may help **TESOL educators realize their positionality** (either neutral or biased) **towards the themes** and **become a critical thinker.**

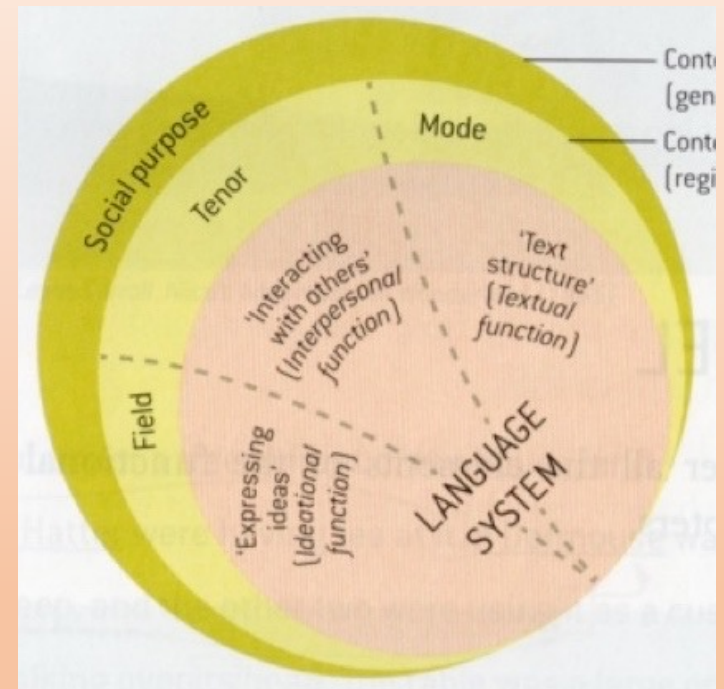
## 4. Pedagogical Implication & Conclusion

### 4.3 Conclusion

There is limitation of this study. From the perspective of SFL, ideologies are realized through:

- (1) **ideational meaning;**
- (2) **interpersonal meaning;**
- (3) **textual meaning.**

Transitivity analysis only focuses on part of the ideational meaning of the analyzed texts.





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