

A Facebook-Based English Communication Activity for Enhancing Learners' Awareness and Appreciation of Peace Values

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Abstract

This study explores how a Facebook-based English communication enrichment activity can enhance students' awareness and appreciation of peace values, highlighting the potential of social media as a platform for peace education. Using a qualitative design, 15 Grade 9 learners in a public high school voluntarily shared their insights about the four-week enrichment activity integrated into their English class and analyzed thematically following Creswell's framework. The use of Facebook group fostered students' understanding of peace as both positive and negative. Moreover, learners recognized that peace can be built through small, everyday grounded in respect, empathy, compassion, and harmonious relationships. Facebook is a safe platform for learning where learners engage through posting, commenting, and interacting without fear of getting judged. The enrichment activity improved learners' English communication skills which was both fun and challenging that included language barriers and unstable internet connectivity. The findings demonstrate how social media can be leveraged in English language education to simultaneously strengthen communication skills and promote peace values. This study contributes to peace education and digital pedagogy by showing how Facebook, a widely accessible platform, can support integrative approaches to language learning and value formation.

Keywords: Communication, Digital Learning, Facebook, Peace, Peace Education

Introduction

The pursuit of peace is as old as humanity itself (Jabor & Pamos, 2025). Throughout history, the aspiration for a peaceful society has remained a persistent—yet often elusive—goal. In the present day, the quest for peace continues to be a pressing global concern. Education plays a pivotal role in this endeavor, as Danesh (2011) asserts that peace and education are inextricably linked. Like many regions across the world, the Philippines faces ongoing conflicts and has recognized the importance of integrating peacebuilding into its educational agenda. Consequently, peace education has been incorporated into the national school curriculum (Jabor, 2024), marking a significant step forward.

UNESCO (2021) emphasizes, "Since war begins in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed." This highlights the necessity of nurturing individuals' cognitive and moral capacities to become peacebuilders—a mission for which schools are uniquely positioned. Cremin and Guilherme (2017) likewise argue that peacemaking should be embedded

as a core element of the educational process. As Tujan (2004) notes, education is a transformative force capable of changing individual lives, fostering harmonious group relations, and reshaping societies.

The Philippine Department of Education (DepEd) has demonstrated its commitment to peace education through several policy initiatives. DepEd Memorandum No. 469, Series of 2008, institutionalizes peace education in both basic and teacher education by integrating relevant concepts, skills, and values into the curriculum. More recently, Department of Education Order No. 010, Series of 2024, underscores the Matatag Curriculum's emphasis on values formation and peace education to cultivate responsible, ethical global citizens. Despite these developments, Keo (2013) observes that the country still lacks a nationally adopted, consensus-based framework or pedagogical guidelines for peace education. This gap places the responsibility on teachers to innovate and implement peace education at the classroom level.

In light of this challenge—and recognizing the ubiquity of social media in students' lives—this study investigates the potential of Facebook as a platform for enhancing students' awareness and appreciation of peace values within the context of English communication classes. This focus aligns with Sustainable Development Goals (SDG) 4 and 16: Quality Education, and Peace, Justice, and Strong Institutions, respectively.

The use of social media, particularly among young people, has grown exponentially in today's interconnected world, revolutionizing the speed and reach of information sharing. When harnessed effectively, it can serve as a powerful vehicle for delivering peace education, transforming the learning environment, and empowering students with peace-oriented values. Nevertheless, as Ndwandwe (2023) notes, the role of social media as a tool for peace is still in its infancy. This study aimed to explore how a Facebook-based English communication activity can enhance learners' awareness and appreciation of peace values. Ultimately, this study sought to benefit students, teachers, curriculum designers, and educational institutions by identifying effective strategies for integrating peace education into language learning through digital platforms.

Integrative Theory of Peace (ITP)

This study was anchored on the Integrative Theory of Peace (ITP). Developed by Danesh (2006), ITP conceptualizes peace as a comprehensive state rooted in unity—one that transcends the mere absence of conflict. It posits that a unity-based worldview, in which individuals recognize their interconnectedness and work toward collective well-being, is essential for fostering both peace and healing within communities.

According to ITP, peace emerges from the holistic development of human cognitive, emotional, and intentional abilities, and is sustained through lifelong, context-sensitive education (Danesh, 2006). Within this framework, students' participation in peace-themed English activities on Facebook not only deepens their understanding of peace but also allows them to practice and internalize these values by sharing posts, contributing comments, and engaging with peers in a collaborative virtual environment. This approach aligns with ITP's assertion that peace is both an outcome and a process—best cultivated through interactive, experiential, and inclusive educational methods. In this regard, Facebook serves as a promising platform for promoting peace awareness and appreciation among learners.

Relevant Literature

Foundational Concepts of Peace

The concept of peace has undergone considerable development in scholarly discourse. Galtung (1967) identified three main conceptualizations of peace: peace as stability or equilibrium, which reflects an internal state of harmony; negative peace, defined as the absence of organized collective violence and widely regarded as the most recognized interpretation (Castro & Galace, 2008); and positive peace, which entails cooperation, integration, and the elimination of structural violence—such as poverty, discrimination, and unequal opportunities (Galtung, as redefined in Gleditsch et al., 2013). Structural violence, though indirect, is considered a fundamental barrier to genuine peace because it perpetuates injustice and inequality (Galtung & Hoivik, cited in Lauritzen, 2013; Waldorf, 2007). Waldorf (2007) further emphasizes that peace is not merely the absence of conflict or the fulfilment of basic needs, but the active presence of justice, love, equality, and unity across all aspects of life.

Youth's Perception of Peace

Several scholars have investigated children's perceptions of peace, uncovering insights that affirm what experts have long articulated. These studies indicate that such perceptions are shaped by cultural and contextual influences. In research with fifth-grade learners, Cengeli Kose and Gurdogan Bayir (2016) used drawings, interviews, and written reflections to reveal recurring themes: peace in sports, at home, and in nature; peace symbols; interpersonal harmony; and peace among nations. The children often described peace as avoiding conflict, fostering agreement and friendship, and embracing values such as love, respect, tolerance, cooperation, solidarity, happiness, and freedom. They represented these ideas through symbols like doves, birds, butterflies, and ropes.

A cross-cultural study by Bordin et al. (2009) further showed that perceptions of peace vary across settings. American children tended to associate peace with quietness and tranquility, whereas Emirati children often defined it as the absence of war. In both groups, regardless of gender or age, peace was linked to caring for others, resolving disputes, and the role of government in maintaining order, with older children expressing more complex definitions. In the Philippine context, Jabor (2024) found that learners generally viewed peace positively, identifying it with respect, understanding, friendship, and cooperation, and seeing themselves as active contributors to peacebuilding. Across diverse contexts, children's perceptions of peace reveal both shared values and culturally specific interpretations. While universal themes such as respect, cooperation, and harmony emerge consistently, the way peace is framed often reflects local experiences and societal influences. Together, these studies highlight the formative role of context in shaping how young people understand and imagine peace.

Social Media and Peacebuilding

In today's interconnected world, social media platforms like Facebook have become powerful spaces where people from different backgrounds can meet, share ideas, and work together for positive change. Beyond simply connecting friends and families, these platforms have evolved into dynamic venues for education and peacebuilding. They offer communities a space for dialogue, reflection, and collaboration—meeting the social need for renewal and collective action. As Wulinska and Büssing (2023) note, online learning through social media provides opportunities for meaningful discussions and cooperative problem-solving, making collaboration not just possible, but an integral part of peace education. At the same time, these platforms act as channels for spreading messages of peace, promoting conflict resolution, and

encouraging tolerance. They can equip learners with practical tools to address school violence and nurture a culture of non-violence, reaching audiences both locally and globally (Ndwandwe, 2023).

Research from different contexts illustrates the many ways social media contributes to peace education. In Uganda's Kampala District, for example, social media has been used to run peace education campaigns, share peace-related content, and create spaces for debate and dialogue on social issues. These platforms also make it possible to access e-learning training programs, online tutorials, and tools for monitoring both audiences and topics of discussion. They keep peacebuilding efforts active and ongoing. Initiatives by governments and other stakeholders—such as providing training on how to use social media effectively, improving internet connectivity, making online access more affordable, and launching global virtual peacebuilding programs—have further strengthened the role of these platforms in peace education (Tusingwire, 2023).

The participatory nature of social media communication makes it especially well-suited for peace education. Interactions often occur through profile pictures or icons instead of face-to-face contact, which reduces visible signs of social status or group identity. This leveling effect can break down communication barriers, making dialogue more open and inclusive (Hartley, 2023, as cited in Wulinska & Büssing, 2023). In this way, conversations focus less on who is speaking and more on what is being said, allowing a wider range of voices to be heard and respected (Wulinska & Büssing, 2023). Taken together, these findings highlight the powerful role of social media in fostering understanding, encouraging collaboration, and cultivating the values of peace within diverse and inclusive learning communities.

Communication and Peacebuilding

The practice of Communication for Peacebuilding, while not strictly defined, broadly involves using diverse communication tools to resolve conflict and establish lasting peace. It can be understood by analyzing both the channels—such as those between individuals, groups, communities, and organizations—and the tools employed, which range from traditional media like radio and newspapers to modern technologies like mobile phones and social media. These new tools enhance information sharing, community engagement, and the ability to challenge divisive narratives, working alongside traditional methods to foster understanding and stability (Search for Common Ground, 2011). Castro and Galace (2010) identify communication skill as integral to peace education. A central strategy for promoting national unity and social cohesion is peaceful communication, in which the appropriate use of language plays a vital role. When language is used thoughtfully and respectfully, it fosters an environment conducive to progress and development.

Peaceful communication is a constructive, nonviolent approach to preventing violence, managing conflicts through resolution and transformation, and promoting post-conflict reconciliation. Its relevance spans all levels of society, helping to establish and sustain harmonious relationships across ethnic, religious, gender, class, national, and racial divides. By encouraging empathy, cooperation, and positive social change, peaceful communication transforms how individuals and communities respond to conflict and difference. This approach emphasizes the avoidance of hate speech, conflictual or abusive language, verbal violence, threats, and acts that threaten individuals' social image. It also entails refraining from negative ethnic stereotypes, discriminatory or derogatory language, divisive rhetoric, and the spread of fake news, collectively creating a foundation for inclusive, respectful dialogue that supports long-term peace and development (Mbisike, 2024).

Communication for Peacebuilding uses various channels and tools—ranging from traditional media to modern digital platforms—to resolve conflicts and promote lasting peace. At its core is peaceful communication, which relies on the respectful and appropriate use of language to foster unity, social cohesion, and environments conducive to progress. By avoiding harmful speech and divisive rhetoric, and by encouraging empathy and cooperation, peaceful communication helps build inclusive dialogue that sustains harmony across diverse communities.

Statement of the Problem

This study aimed to explore how a Facebook-based English communication activity can enhance learners' awareness and appreciation of peace values. Specifically, it sought to answer the following questions:

1. What are learners' perceptions of peace?
2. How does the use of Facebook facilitate understanding of peace?
3. What insights or realizations do learners gain after participating in peace-themed activities on Facebook?
4. What aspects do learners find enjoyable or challenging when using Facebook to learn about peace and practice English?

Methodology

Context

The study was conducted in a public national high school in Western Visayas, Philippines. It is situated in a barangay, which is more or less 10 kilometers away from the center of the town where a large comprehensive high school operates. Unlike other comprehensive high schools, the research site has only 2 sections per grade level, except grade 9 composed of diverse learners from eight neighboring feeder barangays. Learners are from families of farmers, children of Filipino overseas workers (OFWs), and some have parents who work in the government. The primary source of income of the eight feeder barangays is derived from agriculture owing to the community's topography.

Participants

The participants consisted of 15 Grade 9 learners enrolled in the Grade 9 English class. All participants had access to smartphones and used personal internet data to engage in the activities. The learner-participants were those who volunteered to share their insights about how the Facebook-based English communication enrichment activity help them understand and appreciate the concept of peace as well as its influence in enhancing their communication skills. It was stressed to the learners that their participation would merely be voluntary, and they were given parental/guardian informed consent and child assent for the ethical considerations. Necessary permits from the school head were also obtained before the gathering of the data.

Procedure

The Facebook-based English communication activity was as an enrichment activity in an English class of the author, which aimed to enhance communication skills, reinforce English lessons, and raise peace awareness and appreciation among learners. The activity was designed for a duration of 4 weeks and the learners participated in the activity during their free time. The activity started with creating a Facebook (FB) group and adding the learner's account.

In the first week, the teacher began by fostering a welcoming community where learners shared freely peace values and personal expectations in the FB group. It was then followed by tasks asking students to define peace through multimedia posts, and a short reflection on their role in peacebuilding.

In the second week, instructions centered on grammar—specifically modal verbs expressing permission, prohibition, and obligation - was taught within peace-promoting contexts. The teacher scaffolded learning through examples, peer modeling, and reflection, gradually leading students toward a creative poster presentation that accommodated diverse levels of technological access. The week opened with lessons on modals of permission, where students used can and may to construct simple yet meaningful sentences about peace-promoting behaviors, often drawing from their own school experiences. This was followed by practice with modals of prohibition, using must not and should not in contexts such as bullying, gossip, and classroom disrespect, though some learners still struggled with verb forms. By midweek, the focus shifted to modals of obligation, encouraging students to apply must, should, and have to in articulating their responsibilities as peace-builders. On the last day of the second week, students engaged in a reflective activity, sharing insights on their responsibilities in fostering peace at school and at home, which highlighted their growing awareness of the power of individual action. The week culminated with a poster-making task where learners designed and uploaded visual representations of peace responsibilities.

The third week of instruction emphasized advanced language skills, particularly communicative styles, assertiveness, and the use of conditional sentences to articulate peace in everyday contexts. Instruction was scaffolded through teacher-provided models, direct feedback, and opportunities for peer interaction. These strategies addressed initial learner difficulties and fostered the development of clear, confident, and meaningful communication. The week started with students practicing composing formal and informal messages promoting peace. The second day activity built on this by focusing on assertive communication, where learners constructed peace messages that conveyed confidence without aggression. Activities on the third day of the week introduced the first conditional through sentence completions such as “If we..., we will...”. On the fourth day, learners extended their understanding of conditionals by developing peace-related arguments. The week concluded with a peer review activity where learners provided comments on at least three classmates’ posts. This activity aimed to foster meaningful online interaction, encouraging critical evaluation of peers’ work, and to build learners’ confidence in expressing their ideas in English.

In the final week of the enrichment activity, instruction shifted to visual literacy. Activities were designed to adapt to external conditions which was a heavy rain while continuing the integration of peace education. The teacher facilitated a photo-based assignment where learners were asked to capture images that represented peace during rainy days and include short interpretive captions. This task encouraged both personal expression and critical interpretation of visual symbols. To promote inclusivity, learners without access to gadgets collaborated with classmates or used existing photographs. Additionally, during this week, the teacher-researcher asked for volunteers to share their insights and experiences about the enrichment activity. Those who volunteered, answered the validated interview guide on a paper and submit it to the teacher on the next day.

Data Analysis Procedure

The data gathered from participants were subjected to a thematic analysis guided by Creswell’s (2009) Framework for Qualitative Data Analysis. This method was adapted to suit the researcher’s preferred approach, aiming for a thorough and efficient review of the information. The process started by organizing learners’ interview responses in tables according to the study’s research questions to simplify the analysis.

The researcher carefully read through the grouped responses multiple times, simultaneously looking for significant patterns connected to the research questions, which served as the study's analytical foundation. Next, a systematic coding process was applied, where codes were placed next to relevant text segments. Some codes came directly from the participants' own words, while others were shaped by the researcher's background knowledge and existing literature.

Once coding was complete, related codes were grouped into categories, which then developed into sub-themes. These sub-themes were merged into broader themes, each interpreted and supported by representative quotes from participants. To verify the trustworthiness of the findings, these initial interpretations were shared with participants for feedback and confirmation. Additionally, pseudonyms were used in place of real names to maintain the confidentiality of all participants during analysis and reporting. The analysis involved an ongoing, cyclical process of reviewing, interpreting, and refining the data. This repeated process deepened the researcher's understanding, strengthened the analysis, and helped ensure that data saturation was reached.

Results

Learners' Perception of Peace

Peace Begins Within: Both Positive and Negative

The learners believed that peace begins within before it is shared with others. Moreover, peace is equated with positive values. In addition, the learners perceived peace negatively. Cennie expressed, *"To me, peace is a state of inner calmness, serenity, and harmony within oneself and with the other, promoting understanding and compassion."* Julie with almost similar thoughts and included positive values shared, *"My personal definition of peace is the tranquility and harmony of every individual so that we can prevent conflicts, misunderstanding and violence. It involves respect, kindness, empathy and understanding."* Another learner in the person of Kyle had the same perception but with the addition of negative peace. Kyle narrated, *"For me peace is a state of calmness and harmony where all of us live together with love, respect, and understanding. Free from conflict and violence where everyone feels safe and united from worries."* This was seconded by Jonnah who described peace as, *"A state of calmness, serenity and harmony free from conflict and worries."* Jose summed it up all saying, *"From my perspective, peace is the absence of conflict and the presence of harmony within and without. It manifests as understanding, respect, and calm, where people seek to solve issues through dialogue, not violence."* Learners perceive peace as both positive and negative that begins within through calmness and harmony with self and spread with others.

Peace: In Harmony with Self and Others

From self to others, this is how the learners see the building and nurturing of peace. Cultivating peace requires conscious decisions, and these actions shape peace both within ourselves and in our interactions with others. One learner believed that maintaining inner peace means exercising self-control in challenging situations. Rodj stressed, *"We should not let anger or pride control our action."* Rodj added, *"To bring peace is by being kind, listening more, and staying calm."* In a similar vein, Cennie told, *"Peace means staying calm and respectful even when we don't agree with someone."* All put it all together saying, *"Peace means understanding and respecting one another despite differences. It also involves inner calm and kindness in daily actions."* One learner used imagery to describe peace. Sara compared peace to a

plant that slowly grows and nurtured with positive values. Sara narrated, *“peace is like a plant... to be watched grow into the world filled with love and harmony... grow empathy, love, and... seeds of tolerance for a peaceful future.”* The learners’ narratives highlight that sharing peace someone requires cultivation and nurturance of personal peace. Indeed, we cannot give what we do not have.

How Facebook Facilitates Students’ Understanding of Peace

Learning from One Another: Facebook as a Tool for Understanding Peace

Facebook enables learners to explore peace more deeply through engaging with peace-related posts, quotes, and real-life experiences shared by participants.

Julie explained, *“By reading my classmates’ posts, I gained ideas about peace and also other perspectives. This inspired me to learn more about peace and it sparked excitement to me to discover something new.”*

Along this line, another learner Jose cited, *“The post that deepened my understanding of peace was the one featuring quotes from famous individuals. It was highly effective because it helped us understand how and when to choose peace.”* Karla noted how true-to-life stories and messages made her reflect on the meaning of peace. Karla told, *“These shared real stories and positive messages made me think about how to promote peace in my own life.”* In relation to posts in Facebook and its role in peacebuilding, Jero declared *“Reading personal stories and testimonials from individuals who have experienced conflict or worked towards peace promotes empathy and understanding.* Faith-based and inspirational content also resonated with some learners. Rosie wrote, *“Daily Bible passages and meditations help me remember to be calm, forgive others, and have faith in God’s timing.”*

Aside from Facebook postings, the learners also learned from reading comments. Karie noted, *“On Facebook, what helps me learn about peace are my classmates’ comments, which give me new ideas.”* On a different note, Sara mentioned a specific activity that enhanced her understanding of peace. Sara told, *“For me, a specific picture or activity (My Simple Peace Act) on Facebook helped me understand peace.”* Facebook is a versatile platform that gives learner many features to engage with. Reading variety of posts which includes real-life stories made the learners understand peace more.

Facebook Groups: Virtual Interaction as a Pathway to Learning

Beyond passive reading, students described Facebook as a dynamic platform for interaction and active engagement that deepened their understanding of peace. They highlighted group discussions, exchanges in comment sections, and opportunities to share their own thoughts and reflections.

Cennie shared, *“Facebook can help me learn about peace through FB groups where my classmates and I share ideas and experiences about peace. These features and activities help us connect, learn, and understand different perspectives on peace.”* Additionally, Cennie noted, *“I joined Facebook groups that talk about peace and kindness. They were effective because they were simple, inspiring, and easy to relate with.”* The comment feature on Facebook proved to be a valuable tool for learning about peace, as expressed by Jonnah: *“People share their perspectives in the comment section. Simply reading respectful conversations in the comment section helped me understand the meaning of peace.”* Karie shared a similar experience, stating, *“Facebook helps me learn about peace through my classmates’ comments, which give me new ideas.”* The interactive feature of Facebook offers diverse learning opportunities. Eya posited, *“About sharing and reflection in Facebook, this helps me boost my confidence and improves my vocabulary and grammar. Reflecting on the activity helps me understand peace better.”*

Facebook groups offers a virtual safe space for learners for interaction and information. The variety of activities which could be done through Facebook are helpful in making learners understand peace further, and acquire further learning.

Insights and Realizations After Participating in Peace-Themed Activities on Facebook

The learners' responses revealed that engaging in peace-themed activities on Facebook goes beyond simply learning definitions or concepts. For them, these activities prompted personal transformation and practical awareness, showing that peace is built through small, intentional actions and a deepened sense of empathy.

Everyday Acts for Peace

A common realization among learners is that peace is achievable and each one will be able to contribute even through small everyday acts. Cennie declared, *"Even small actions like being kind online or listening to others can create peace. It made me think more before I post or comment, and try to spread positivity."* Echoing this sentiment, Juan stated, *"Peace starts with small actions—like showing kindness online, listening to others, and avoiding hate speech."* Along this line, Jose declared, *"Peace starts with small actions like being kind, listening to others, and choosing not to argue online."* Aside from being kind, being respectful was also cited. Jero suggested, *"Be respectful online and avoid hateful language."* Meanwhile, Jose acknowledged that peacebuilding is a constant effort. He set forth, *"We should not choose peace only when needed... we need to choose it each time."* Peace is built through small acts including the virtual world. Through kind and respectful posts done consistently, a learner is able to contribute to peacebuilding

Seeing Peace Further: Role of Understanding, Empathy, Compassion, and Its Significance

Qualities such as empathy, compassion, and understanding are crucial in building peace. These are indicated in the narratives of the learners. Rosie cited the role of compassion, stating, *"Through reading and interacting with actual experiences, I came to see that peace begins with listening and compassion."* Along this line Marko set forth, *"Peace starts with understanding and empathy. I realized how powerful listening to other stories can be."* Further, Cennie remarked: *"I realized how deeply personal and diverse the concept of peace can be... it's something that starts in everyday interaction."*

The learners had thought of the importance of peace. Eyan shared, *"I realized how peace is important in our environment. The impact is so deep that I can't even describe it in words... I've learned a lot about peace that I can use in real life."* Rodg saw the significance of peace to humans, society, and future. Rodg wrote, *"I realized peace is important to our life, because peace is essential for human well-being, progress, and a better future for all."*

The significance of peace is seen in our environment and society as a whole and is built through understanding, empathy, and compassion.

Fun and challenges in using Facebook to learn about peace and practice English

Social Engagement: Learning from One Another

Students highlighted that using Facebook to learn about peace and practice English was enjoyable because it fostered interaction, cooperation, and relationship-building. They appreciated the platform's ability to connect them with classmates and even people from other countries, creating a sense of community while

engaging with meaningful topics. Cennie shared, *"The most enjoyable aspects of using Facebook to learn about peace was engaging in our group activities with my classmates. What made it truly enjoyable was the sense of connection, I felt like I was learning English not just in school or in books, but also from our page group.* The interactive nature of Facebook was also enjoyed by learners. Jonnah expressed, *"I enjoyed the interactive nature of Facebook... commenting on posts, messaging with friends and family members every day."* Sara cited similar experience. According to Sara, *"I find most enjoyable the opportunity to communicate with my best friend, family and also to others from far away it helps me to broaden my knowledge and understanding of friendship."* Learners also enjoyed the guided learning activity posted in the Facebook group. Jose shared, *"The activity 'What peace looks like in the rain'... was super fun... to think about a lot of ideas when it comes to the scene and the angle of the picture."* Meanwhile, Kyle gave his opinion on the use of Facebook for learning. Kyle opined, *"Facebook can be a medium for students to express their ideas and knowledge, and participate in group activities"*.

Platform of Learning, Inspiration, and Expression

Students also enjoyed encountering and producing peace-related content because it inspired them while providing authentic opportunities to practice English. They valued reading classmates' posts and quotes, which often carried meaningful messages. Regina expressed, *"Reading my classmates' inspiring post and quote about peace... I learn something valuable while practicing my English"*. Others stressed the natural improvement of their language skills. Jusie expressed, *"This activity helped me to improve my English naturally especially my writing and reading skills"*. Rodg shared similar experience *"I was able to read inspiring stories and positive messages. It helped me improve my English and learn new perspectives"*. Moreover, Facebook group served as the platform for learners to express themselves without being judged. Eyan expressed, *"Here I can share my thoughts, experiences, and I can be the real me freely without... getting judged by others"*.

Facebook facilitates learning virtually. It provides a space for learners to express their thoughts freely, inspire learners with the contents posted, and improve communication knowledge and skills.

Language Barriers and Grammar Difficulties

Many learners encountered significant challenges in effectively using English while engaging with Facebook as a platform for peace education. These challenges encompass difficulties in understanding unfamiliar vocabulary, formulating ideas in English, and applying correct grammatical structures.

For example, Julie remarked, *"I face challenges when I don't know what proper grammar I will use in my activity. To manage this challenge, I use Google dictionary to correct my grammar."* Similarly, Regina shared, *"One of the main challenges I faced was the language barrier... sometimes I could not understand difficult English words... I also asked my classmates and my parents for help."* Other learners, such as Kyle and Rodg, reported relying on translation tools and English-language videos to expand their vocabulary and enhance their expressive abilities. Rodg noted, *"One challenge I faced was understanding difficult English words or phrases. To overcome this, I used translator tools and asked for help."* Likewise, Kyle stated, *"Sometimes I have trouble understanding some English words and struggle to express my thoughts. To overcome this, I use translation tools to make it easier and I also watch English videos to expand my knowledge."* Rosie overcame similar difficulties through daily practice and online tutorials. According to Rosie, *"I encountered language barriers that made it hard to express my thoughts clearly, but I overcame this by practicing daily and using translation tools."*

These learners highlighted their communication related challenges. Nonetheless, they demonstrate resilience by actively seeking out strategies to address and overcome these difficulties.

Technical and Connectivity Issues

In addition to language-related challenges, learners also faced technical barriers that impeded their engagement with the learning platform. Unstable internet connections, limited familiarity with the platform, and interruptions in electricity supply negatively impacted their participation. For instance, Jose recalled, *“The frequent shortage of electricity during the rain and... struggling to find a stable internet connection... you just need to have patience and wait for it to be restored.”* Similarly, Sara managed her connectivity problems by *“scheduling my interaction during times with faster connection.”* Other learners, such as Eyan and Jero, addressed these difficulties by seeking stronger internet signals, connecting through alternative networks, or learning the platform’s features to participate more effectively.

These accounts underscore how technical constraints—although external to the learners—demanded strategic time management, resourcefulness, and persistence in order to maintain active participation.

Discussion

The findings of this study strongly align with Danesh’s (2006) Integrative Theory of Peace (ITP), which presents peace as a broad, interconnected concept grounded in unity. Simply put, peace is not shaped by just one factor alone. The students’ views of peace highlight how it involves both an inner sense of calm and a social experience based on respect and empathy. This reflects the ITP’s holistic approach, emphasizing that peace includes learners’ knowledge, feelings, and intentional actions. The students understand peace as something that begins within each person and extends outward through small acts that affirm a unity-based worldview—one where individuals recognize their connection to others and strive for the well-being of all (Danesh, 2006).

Additionally, the students’ active involvement in peace-focused activities on Facebook illustrates ITP’s idea that peace is a dynamic, lifelong process supported by education tailored to its context. Facebook acts as an interactive and inclusive platform that facilitates experiential learning. It allows learners to share personal stories, explore different perspectives, and practice respectful communication online. This observation fits well with recent research emphasizing social media’s growing role in peace education and community engagement by encouraging dialogue and empathy in virtual settings (Ndwandwe, 2023; Tusingwire, 2023; Wulinska & Büssing, 2023). The participants’ experiences also highlight how essential peaceful communication is to peacebuilding. Their efforts to overcome language barriers and use thoughtful, respectful language during online exchanges support ITP’s integration of cognitive understanding, emotional empathy, and deliberate action as key to maintaining peace (Danesh, 2006). These findings align with established literature on communication in peacebuilding, which stresses avoiding hate speech and divisive language while promoting inclusive, respectful dialogue as vital for social cohesion and effective conflict resolution (Mbisike, 2024; Search for Common Ground, 2011).

Despite facing challenges like language difficulties and technical limitations, the learners showed resilience by strategically using translation tools, relying on peer support, and managing their time well. This reflects ITP’s recognition of structural barriers—echoing Galtung’s (1967) idea of structural violence—that can hinder peace, while also emphasizing human agency and capacity-building as important ways to overcome these obstacles (Waldorf, 2007). Overall, the study highlights the value of

integrating technology-based peace education that is grounded in unity, empathy, and active participation. Such an approach can empower learners and help build sustainable and peaceful communities. While these findings are not conclusive due to the small number of participants, they offer valuable insights into social media's role in peacebuilding—a field Ndwandwe (2023) describes as still being in its early stages.

Conclusion

The learners viewed peace both positively and negatively. They believed that peace begins within before it shared with others through small and meaningful everyday actions. Through respect, empathy, and compassion among others both in real and virtual world peace is made that is essential in environment and a progressive society as a whole. Social media—particularly Facebook—emerged as a powerful tool for raising peace awareness. Its flexible features, from sharing posts and comments to interacting with others online, provide learners with opportunities to express their thoughts freely and engage meaningfully. The study also showed that Facebook can improve communication knowledge and skills. Learners face challenges in engaging in a Facebook-Based English Communication Activity. However, demonstrated resilience and initiatives by finding ways to overcome these obstacles. Overall, this study suggests that when guided thoughtfully by educators, platforms like Facebook hold great promise for enhancing language and communication skills. More than that, they create spaces for people to connect, share experiences, and strengthen relationships—all essential building blocks of peace.

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