# HOLISTIC APPROACH AND PEACE EDUCATION IN EFL TEACHER PREPARATION WITHIN CRISIS CONTEXTS

# ЦІЛІСНИЙ ПІДХІД ТА ОСВІТА ЗАРАДИ МИРУ У ПІДГОТОВЦІ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ (EFL) В УМОВАХ КРИЗИ

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*In Ukraine, the educational landscape is undergoing significant turmoil, particularly in the realm of higher education and English as a Foreign Language (EFL) programs.*
*The present situation in the world calls for a new kind of learning system which responds to the effects of war, famine and the unrest which has spread across the world, by providing learning in a way that is not the same as before. In addition to conveying knowledge, the role of the educator has been augmented to include that of a generalist in support and counseling. Teachers are now moving away from the traditional role of imparting purely academic knowledge. Instead, they are taking on a more active role in ensuring the emotional well-being of their students. Currently the main focus in English as a foreign language teacher education is on the linguistic abilities of the teachers and on traditional teaching methods. A lot of these conventional methods of teaching are becoming less effective in dealing with the tough issues that both teachers and students have to face. A comprehensive reform is proposed for English as a foreign language teaching, this in the form of an integrated curriculum. This curriculum is built around three core elements: peace education, trauma-sensitive classroom management and social-emotional learning. Social and Emotional Learning (SEL) encourages students to develop a resilience and sympathy which are very important for students' emotional health. A trauma-informed educational system is designed to provide educators with the tools they need to help students who have experienced trauma. Peace education helps parties with differing views engage in dialogue and communicate peacefully in regions of conflict.*
*In educational environment where the needs of both the teachers and the students are taken into consideration as a whole, encompassing their intellectual, emotional and social needs, they become safe and nurturing environments. Not only do these environments aid language development but they also contribute to personal growth and a sense of social responsibility.*
*To conclude, a total educational shift is needed for boosting a country's resilience. Education should be adaptable to cope with crises, so that people can still learn and grow. In fulfilling these roles, educational institutions can offer students the stability and support they need in order to develop emotionally and socially. This helps to promote academic learning. Universities have two distinct roles to play in their societies. This dual function is crucial in guaranteeing that educational pursuits fit with the broader needs of society, especially during times of crisis. It is only through holistic education that a society capable of dealing with the modern challenges successfully can be established. Ultimately, the article concludes that a holistic educational shift is vital for national strength, ensuring that learning remains a meaningful process of personal growth and social responsibility during times of crisis.*
**Key words:** *EFL Teacher Education, Holistic Pedagogy, Social-Emotional Learning (SEL), Trauma-Sensitive Teaching, Ukrainian Higher Education, Crisis Management, Peace Education, Student Displacement, Reflective Practice, Teacher Well-being, Emotional Equilibrium, Humanistic Education.*

*Сучасна освіта в Україні, зокрема у сфері підготовки вчителів англійської мови, перебуває в стані, що вимагає значних змін. Зосередження на лише мовній компетенції та традиційних педагогічних підходах стає все менш ефективним у відповідь на виклики, що постають перед освітньою спільнотою в умовах кризи. В цій статті обґрунтовується необхідність переходу до всеосяжного та цілісного підходу, який враховує не лише педагогічні навички, але й емоційний та соціальний розвиток учнів і викладачів.*
*Серед основних складових цього підходу виділяються три ключові елементи. По-перше, соціально-емоційне навчання (SEL) сприяє розвитку стійкості та емпатії, що є необхідними для підтримання здорового психологічного клімату в навчальних закладах. По-друге, травмо-орієнтовані методи навчання допомагають впоратися з психологічним стресом, полегшують взаєморозуміння і підтримують емоційний баланс серед учнів. По-третє, освіта заради миру спрямована на заохочення ненасильницької комунікації та відкритого діалогу, що є особливо важливим у поляризованих суспільствах.*
*Крім того, в дослідженні підкреслюється важливість рефлексивної практики. Це дає змогу освітянам не лише підтримувати власне професійне благополуччя, але й адаптуватися до змін та невизначеності. Вважається, що рефлексивна практика допомагає вчителям і студентам тримати професійне здоров'я і адаптуватись до змін. Коли школа бачить вчителів і студентів як цілісних людей – з розумовими, емоційними, соціальними потребами – школа стає безпечною і дружньою. Такі умови сприяють не лише ефективному засвоєнню мови, але й особистісному.*
*Зрештою, цілісний освітній зсув є критично важливим для зміцнення національної стійкості. Він забезпечує, що процес навчання залишається суттєвим і значущим, підтримуючи індивідуальне та колективне зростання навіть у складні кризові періоди. Таким чином, перехід до всеосяжного навчання відіграє вирішальну роль у формуванні стійкого суспільства, здатного ефективно реагувати на виклики сьогодення.*
**Ключові слова:** *підготовка вчителів англійської мови (EFL), цілісна педагогіка, соціально-емоційне навчання (SEL), травмо-орієнтоване викладання, вища освіта України, кризовий менеджмент, освіта заради миру, переміщення студентів, рефлексивна практика, благополуччя вчителя, емоційна рівновага, гуманістична освіта.*

**Problem Statement** The educational system of Ukraine faces a major crisis because of unavoidable outside events which include the ongoing war and student displacement and extended social unrest. The established conditions have created direct impact on higher education institutions which operate English Language Teaching (ELT) programs. Students in classrooms experience learning alongside psychological stress which makes them emotionally exposed to unknown situations. Academic knowledge transmission stands as the only educational function when such situations occur because education must now serve as a humanistic, ethical and socially responsible institution.

The current Ukrainian educational workforce functions as a vital force which upholds national strength. The teachers maintain their commitment to student education and support through difficult times which bring both uncertainty and high levels of stress to their work. Teachers face emotional and psychological challenges which most people fail to recognize. They operate under continuous stress yet they do not receive sufficient help from their profession or their workplace institutions. The quality of education together with its sustainability depends on how well teachers maintain their health and readiness for work.

The programs fail to provide teachers with sufficient training to handle the multiple emotional and psychological and social aspects which students experience during times of crisis. The current situation demands a complete transformation of teacher education programs which should adopt an expanded and unified educational approach. Teacher education programs need to establish a complete system which combines trauma-sensitive education with socio-emotional learning and peace education and reflective practice for sustainable implementation.

The article discusses the growing significance of social-emotional learning (SEL) within educational contexts, particularly English as a Second Language (ESL) classes. It is emphasized that the integration of SEL addresses both the emotional and social needs of ESL students while also supporting their cognitive development. This holistic approach respects the diverse backgrounds of learners and is vital for fostering effective language acquisition and a positive classroom environment. Moreover, by teaching essential social-emotional skills such as emotional regulation, interpersonal relationships, and decision-making educators can help students overcome challenges like language barriers and cultural adjustments, fostering a culture of empathy and understanding among diverse learners. The approach includes three essential elements which are teaching the complete person through emotional and cognitive development together and trauma-sensitive teaching methods and socio-emotional learning (SEL) for building resilience and communication skills.

Peace education together with conflict sensitivity should be integrated into language teaching programs. EFL classrooms in war-torn and polarized environments function as areas where students can practice dialogue while developing mutual respect through nonviolent communication methods.

Holistic educational methods reject the idea that learning exists only as a mental process because they show how knowledge connects with personal values and emotional states and life meaning and social environments. Learning exists as a complete process which cannot be separated from the personal experiences and inner self of each student.

**Analysis of Recent Research and Publications.** Across the globe, a multitude of educators, practitioners, and psychologists are actively researching and implementing social-emotional learning (SEL) methodologies within educational contexts. D. Goleman, E. Rockefeller Growald, M. T. Greenberg, M. U. O'Brien, J. E. Zins, L. Fredericks, M. C. Wang, H. J. Walberg, J. A. Durlak, R. D. Taylor, A. B. Dymnicki, C. Domitrovich, B. Bumbarger, C. M. Kam, C. T. Walls, J. W. Payton, P. Graczyk, D. Wardlaw, M. Bloodworth, and C. Tompsett have made substantial contributions to the field by developing the theoretical foundation for the implementation of social-emotional learning (SEL) within educational settings at multiple levels. Social-emotional learning (SEL) has become increasingly pertinent in contemporary pedagogical practices, particularly as a growing number of students pursue their education lacking self-awareness specifically, the capacity to recognise and understand their emotions. Social and emotional learning (SEL) constitutes an integral component of comprehensive human development. Social and emotional learning (SEL) encompasses the acquisition and application of skills related to emotion regulation, objective setting, empathy, the cultivation of positive relationships, responsible decision-making, and effective problem-solving (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2012). The incorporation of Social-Emotional Learning (SEL) enhances the classroom environment for English language learners, fosters improved student-teacher relationships, and contributes to overall academic achievement [12]. The integration of Social-Emotional Learning (SEL) within English language instruction cultivates essential soft skills, encompassing emotional regulation, self-care practices, self-management techniques, and the development of interpersonal relationships applicable to real-world scenarios [5, p.412]. Initially, educators are required to modify their methodologies, protocols, and perspectives. Educators should recognise the correlation among emotions, behaviours, and verbal communication and subsequently encourage students to articulate their feelings to connect emotions with actions. Social-emotional learning (SEL) should

be implemented incrementally yet persistently, with regular informal evaluations. The promotion of effective social-emotional learning (SEL) practices necessitates engagement from educational authorities [12].

Empirical support for trauma-sensitive frameworks is found in the work of Bajwa et al. (2023) and Mustafa et al. (2025). Furthermore, specific action research conducted by Valeriia Sichka, Janine J. Darragh, and Gina Mikel Petrie (2025) in the *ELT Journal* provides evidence of how SEL-oriented practices function during the Ukrainian war. Peace education frameworks are supported by Reardon (2019) and Alhassan & Gubair (2025). Despite these studies, a previously unresolved part of the problem is the systematic integration of these elements into a unified professional standard for university-level EFL training.

**Unsolved Part of the General Problem** Notwithstanding the expanding research on social-emotional learning, trauma-sensitive pedagogy, peace education, and reflective practices, a considerable deficiency persists in their systematic and institutional incorporation within university-level EFL teacher education programs, especially in conflict-affected regions like Ukraine. Current research frequently analyses these elements in isolation or incorporates them as ancillary efforts instead of as an integrated, cohesive professional framework. Consequently, pre-service EFL teachers often lack systematic training that would equip them to address students' emotional, social, and ethical needs in conjunction with linguistic instruction during crises.

Moreover, there is a lack of explicitly delineated professional standards and evaluative criteria that would acknowledge emotional competence, conflict sensitivity, ethical responsibility, and reflective capacity as fundamental components of EFL teacher professionalism. Many higher-education curricula still emphasise linguistic proficiency and methodological knowledge, failing to address how universities can effectively implement holistic, peace-oriented, and trauma-informed approaches in a sustainable and measurable manner. Resolving this unresolved issue necessitates both conceptual justification and the creation of a cohesive model that harmonises pedagogical theory, teacher training methodologies, and institutional policies in EFL education.

**The aim of the article** Regarding this persistent issue, the current article seeks to support the necessity of transforming EFL teacher education in contexts impacted by war, displacement, and social disintegration through the establishment of a comprehensive, peace-orientated, and integrative training framework. The research aims to formulate a cohesive framework that systematically integrates trauma-informed pedagogy, social-emotional learning, peace education, and reflective practice into university-level English as a Foreign Language (EFL) teacher training. In this way, the article fills the gap between broken theoretical approaches and the real-world needs of future EFL teachers. It shows how an integrated system can help with language skills, moral responsibility, emotional resilience, and long-term career success. This strategy fits with the larger goal of making EFL education a humanistic and socially responsible field that can help people and society stay strong during tough times.

**Methodology** The research uses qualitative theoretical analysis to study modern educational methods which include holistic education and trauma-sensitive pedagogy and socio-emotional learning and peace education and reflective practice. The research combines knowledge from applied linguistics and educational psychology and teacher education to show how these methods can be organized into EFL teacher training programs.

**Presentation of the Main Material** *Teaching the Whole Person as the Core of Holistic Education.* At the core of contemporary educational transformation lies a growing societal understanding that holistic education functions as a key mechanism for meaningful learning and human development. The foundation of holistic education exists because each student brings their own distinct emotional profile and life experiences and individual obstacles and personal goals to the learning process. Students arrive at school with more than empty minds because they carry their emotions about fear and grief and uncertainty and resilience and hope especially when their communities experience crises. The scholars agree that holistic education requires students to develop their complete self through learning experiences which focus on intellectual development and emotional growth and social development and ethical learning and personal development. [9]

The understanding establishes holistic education as an essential educational structure which should serve as the base for educational systems and teacher preparation programs. The framework of holistic education through learning to learn and do and live together and demonstrates how education combines knowledge learning with individual understanding and social duties and personal growth. The framework enables people to learn through a developmental process which helps them gain control over their actions while building their understanding of themselves and their ability to work effectively with others. [17]

The approach creates essential changes for teacher education programs which focus on EFL instruction. Teachers who want to teach the holistic learner need to shift their perspective from treating students as separate entities to understanding their nature as people who relate to others and experience emotions and hold personal values. The method creates an environment which helps students develop empathy together with ethical understanding,

emotional awareness needed to teach effectively in conflict-affected areas. Research on holistic educational models shows that students learn best when their emotional safety, human connections and hands-on learning experiences are combined instead of relying solely on teaching content. [9]

The method holds its greatest importance for the present situation in Ukraine. Educators who understand students as complete individuals will create teaching methods which honor student emotional needs while enhancing both their well-being and academic achievement. The approach allows teachers to view teaching beyond its instructional aspects because it represents a human-based practice which depends on understanding and care and ethical conduct. Teachers who receive proper preparation under this approach become better at establishing learning spaces which promote student health and academic success during major social disruptions.

*Trauma-Sensitive English Teaching.* The educational method of trauma-sensitive English teaching needs to be used for English education in areas which face both emergency situations and prolonged stressful conditions such as wartime and post-traumatic educational settings. The teaching method of trauma-sensitive education understands how emotional trauma affects student learning so teachers need to create safe learning environments which provide emotional support to their students. The method holds special value for English as a Foreign Language (EFL) classroom learning because students need to be vulnerable and communicate with others to learn a new language.

Social and Emotional Learning (SEL) principles support the trauma-sensitive framework because they help students develop self-regulation skills and establish secure emotional environments which promote healthy relationships between teachers and students. Teachers who demonstrate both attention and empathy become better at recognizing student needs which leads students to feel secure in their classroom environment while experiencing acceptance and developing motivation and self-belief and confidence. [3, p.8] Research findings show that teacher responsiveness establishes vital learning conditions which students require to stay engaged while keeping their classroom behavior appropriate. Teachers establish learning environments which enhance student motivation and self-assurance through their practice of active listening and their delivery of personalized care and emotional support. The students understand how their teacher's empathetic behavior creates emotional safety which leads to better academic performance. [11, p. 1527]

Empirical support for the integration of SEL into EFL contexts is provided by the action research study conducted by Valeriia Sichka, Janine J. Darragh, and Gina Mikel Petrie (2025), published in ELT Journal by Oxford University Press. The research investigates how students react to trauma-sensitive language instruction which incorporates SEL principles during the Ukrainian war period. The authors reported that students found SEL-based activities both interesting and emotionally supportive because these activities allowed them to forget their present worries while developing their language abilities. As the researchers observe, students describe the activities as engaging and distracting them from their worries; valued the discussions for both connection-building and language development. [14] The research findings show that SEL-based teaching approaches generate two beneficial outcomes which help students learn during crisis situations. It is shown that trauma-sensitive English teaching exists through classroom environments which establish student safety and emotional support and strong relational bonds. Teachers who use trauma-informed approaches create educational environments which support students' emotional needs to help them achieve improved language learning achievements. The educational approach enables students to actively participate in their learning journey while teaching them protective communication abilities which help them build academic confidence.

*Social and Emotional Learning (SEL).* EFL teacher education programs need to establish socio-emotional learning (SEL) as their base component to teach trauma-sensitive pedagogy. SEL represents the method which people learn to understand and control their emotions while creating positive targets and building strong relationships and making sound choices. Teachers must develop SEL competencies to reach their professional goals while building classrooms which help students build their resilience skills. The five core competencies which support both personal well-being and instructional effectiveness include self-awareness and self-management and social awareness and relationship skills and responsible decision-making.

The development of socio-emotional competence in EFL teaching directly affects how well students can achieve communicative competence. Students must develop emotional strength and social skills because they need to handle social obstacles while creating their target language identity through group work with classmates during new language acquisition. Teachers who receive training to teach SEL through language instruction establish classrooms which serve as protected areas for students to develop relationships and express emotions while working together to understand meaning. Educators who demonstrate emotional regulation and empathy skills enable their students to handle their emotions better while students develop better motivation and engagement and self-efficacy skills for language learning.

Teacher preparation programs include particular reflective and experiential activities which enable

students to build their SEL competencies. Pre-service teachers need to use reflective journaling to study their emotional reactions and discover their individual triggers and biased thinking patterns which affect their teaching approaches. Future teachers can learn to handle conflicts and build supportive relationships with students through role-plays and case studies which simulate real classroom situations. The program includes directed group discussions which help students develop their analytical abilities through peer evaluation of their work. The program shows teachers who demonstrate emotional competence use their abilities to choose appropriate educational methods.

The development of teacher resilience becomes stronger through individual competencies which receive backing from their colleagues. Teachers can develop feelings of belonging and psychological safety through professional peer circles which focus on emotional sharing and mutual support instead of competition. Teachers in collegial communities can express their emotions because the educational setting provides them with assistance during difficult moments and they receive professional support from their colleagues. The knowledge that colleagues provide support enables professionals to build their resilience and maintain their overall health.

*Peace Education and Conflict Sensitivity.* The current EFL learning environments require peace education to become an obligatory part of language instruction. Peace exists as a state which goes beyond the absence of conflict because it needs people to engage in active dialogue through mutual respect and collaborative work while showing empathy toward each other. The interactive nature of language classrooms together with their social communication system creates an ideal setting for students to build their critical thinking abilities and develop nonviolent communication skills and intercultural sensitivity.[1, p.98]

Research findings show that English language teachers in higher education institutions view peace as an abstract concept which reaches past personal beliefs to embrace both institutional frameworks and social connections that exist in their teaching environment. The 2023 study in Teaching and Teacher Education shows that peace-oriented EFL teaching methods create spaces for students to develop dialogue skills and learn tolerance and critical thinking which enables them to practice democratic values in their classroom environment. Teachers guide this process by choosing appropriate educational resources and implementing culturally sensitive methods and purposeful discussion organization for sensitive subjects which protects students from re-experiencing trauma while making sure every student has an opportunity to share their perspective.

Teachers need to teach by uniting ethical principles with global accountability and human dignity respect according to the framework. Peace education according to this view requires a complete approach which teaches people to understand conflict origins and develop skills for building fair relationships between different social groups. The approach supports trauma-sensitive and socio-emotional pedagogies because it focuses on building protected spaces which welcome all students in their educational setting. [13]

EFL teachers who use peace-oriented conflict-sensitive methods establish learning spaces which enable students to develop their abilities in empathy and dialogue and teamwork for solving problems. The educational approaches enable students to learn new languages while they develop their ethical reasoning skills and their social awareness and critical thinking abilities. The EFL classroom develops these competencies which establish a small democratic space for students to learn democratic values through their active involvement and their practice of mutual respect. Research indicates that peace building practices which become part of classroom activities and discussions create better student involvement and academic interest and classroom security which allows teachers to establish democratic and inclusive classroom environments [1, p.99].

*Reflective Practice and Professional Growth.* Educators need reflective practice as their core professional development tool which helps them study their educational beliefs and teaching methods and emotional reactions. Teachers who implement structured reflection techniques learn about their personal beliefs which influence their teaching methods and student achievement results thus they develop educational materials which align with student needs. Teachers can use group reflection as an effective method to share their experiences while receiving feedback and emotional and professional support from their colleagues. The process of reflection functions as a two-way tool which helps people develop individually while also enabling teams to advance professionally.

Teacher education programs use guided journals and peer observation and video analysis and action research to develop reflective competence in their students. The established practices enable pre-service teachers to develop their self-awareness while building professional resilience which helps them manage challenging situations by thinking reflectively instead of acting impulsively. The process of reflection according to my practical experience leads to professional development because it requires professionals to work on their personal development which results in better teaching abilities and improved emotional control and educational choice skills.

The professional development program for SEL uses reflection-based methods with specific tools including checklists and reflection sheets and portfolios which help teachers track their development of empathy and responsibility and cooperative abilities.

The educational tools which teachers implement enable their students to build social skills and emotional development while the teachers protect their own mental wellness. The classroom environment becomes more stable through daily routines which include morning greetings and emotion check-ins and short reflective activities. The established routines enable students to recognize their emotions and social behaviors which leads to decreased classroom disruptions and establishes a secure environment where students maintain social connections with each other.

It is shown that reflective methods which employ biographical narratives help professionals discover their professional selves and their colleagues' selves which results in better team unity and emotional development. The teaching methods demonstrate that reflective teaching practices enable educators to reach two objectives because they help them control their classrooms while they develop their expertise and acquire methods to handle difficult classroom scenarios. [15]

To successfully incorporate this three dimension approach into English as a Second Language (ESL) instruction, educators may employ the following strategies: *Collaborative projects and peer-instruction exercises* facilitate interpersonal connections and refine communication proficiencies. Incorporate a collaborative group project centered on a subject of student interest, facilitating teamwork in the development of a presentation, poster, or brief video. Implementation:

– Permit students to either self-select into groups based on shared interests or be assigned to heterogeneous groups to encourage interaction across diverse cultural contexts. – Establish well-defined objectives and assign specific roles to each group member (e.g., researcher, designer, presenter) to foster individual accountability.

– Following project presentations by each group, a peer feedback session will be conducted. This fosters robust interpersonal skills, collaborative abilities, and conflict management proficiency, as students are required to collaborate with their peers while communicating in English.

Implement *cultural exchange days* to facilitate student presentations on their cultural backgrounds, traditions, or personal narratives. Implementation: – Encourage students to develop a brief presentation, poster, or traditional culinary item for sharing with their peers. – Moderate discussions subsequent to each presentation, prompting enquiries and thoughtful consideration. – Emphasise the significance of valuing diverse perspectives and origins. This activity cultivates cultural awareness, empathy, and appreciation for diversity while simultaneously providing a platform for meaningful language practice. Encourage students to articulate the emotions and experiences associated with language acquisition through journaling, class discussions, or creative endeavours. This facilitates the cultivation of self-awareness and emotional regulation. Recommend that students *maintain a journal* dedicated to documenting their emotions, experiences, and difficulties associated with English language acquisition or cultural adaptation. Procedure: – Allocate a brief period at the commencement or conclusion of each class session for student writing activities. – Initiate the conversation with enquiries like "What accomplishments from this week are you most proud of?" or "Please describe a difficulty you encountered and the strategies you employed to overcome it." – At the conclusion of the month, permit students to discuss their entries, on a voluntary basis, within pairs or small groups. This exercise fosters self-awareness and emotional regulation by encouraging students to contemplate their emotions and develop their English language articulation skills. Cultivate a classroom environment characterised by community and positivity by implementing regular *gratitude circles*, thereby providing students with opportunities to articulate appreciation for their peers. Procedure: – At the commencement or conclusion of each class session, facilitate a student circle where participants articulate an expression of gratitude, encompassing aspects of their language acquisition process or personal experiences. – Foster an environment of mutual support by encouraging students to express appreciation for their peers. – Periodically, alter the instructional approach by having students document their perspectives and subsequently share them without attribution. This fosters a classroom environment marked by empathy and consideration, thereby promoting social consciousness and interpersonal proficiency. Employ *role-playing exercises* and simulations to facilitate students' comprehension of varied viewpoints and experiences, thereby cultivating their social awareness. Implementation: – Develop scenarios pertinent to students' experiences and preferences that necessitate social engagement. – Assign students to partners or small groups and furnish them with scripts or directives for the role-playing exercise. – After the role-playing activity, the teacher should lead a class discussion about the participants' emotional responses, the obstacles they encountered, and alternative strategies for navigating the simulated situation. This exercise cultivates social awareness, communication proficiency, and empathy through the provision of opportunities for students to apply language within authentic scenarios. Promote the student's establishment of individualised language learning objectives, thereby cultivating a sense of agency and accountability for their educational progress. Facilitate peer review sessions wherein students offer constructive criticism regarding each other's oral presentations or written assignments. Implementation: – Instruct students on delivering and receiving constructive feedback by demonstrating the

process and supplying sentence stems (e.g., I appreciated your...", In the future, you could consider...). – Facilitate peer review by pairing students or forming small groups, and encourage them to share their work within a secure and encouraging environment. – Promote an emphasis on both existing competencies and opportunities for development, thereby fostering a growth-orientated perspective. This practice cultivates improved communication abilities, promotes empathy, and provides a collaborative environment for students.

**Conclusion** The education of English as a Foreign Language (EFL) teachers in war-torn and displaced and socially unstable areas needs fundamental changes which go beyond traditional curriculum updates. Teacher preparation needs a complete transformation into a complete system which combines ethical principles with social awareness and complete educational development. The research shows that teacher training programs based on conventional methodological approaches fail to handle the multiple emotional and psychological and social challenges which students encounter in disaster-stricken areas. Future EFL teachers need to understand that students exist as complete individuals who develop their minds through experiences which create emotional security and social connections and ethical involvement. Pre-service teachers who teach in diverse and conflict-impacted areas will develop their adaptive capacity and professional judgment and build resilience through three essential teaching practices which include meaningful teaching methods and community-based educational programs and digital technology implementation. Teacher education programs need to develop new assessment methods which will measure the complete set of professional skills that include emotional intelligence and conflict sensitivity and ethical reasoning and reflective awareness beyond current examination-based systems.

The combination of holistic and peace-focused principles transforms EFL teacher competence into an ethical construct which requires teachers to build relationships and respond to their learning environment. The method **e**stablishes language education as a social reconstruction space which uses communication to achieve both practical goals and community healing through trust restoration and agency recovery and shared understanding development. EFL classrooms function as small social spaces which enable students to practice democratic participation while building empathy and learning to handle conflicts through sensitive dialogue.

The establishment of EFL teacher preparation through a complete peace-based system represents a dual investment which supports language learning and maintains teaching careers while building societies based on justice and compassion and social strength. The EFL teacher becomes a crisis responder who provides stability through teaching while enabling students to talk and demonstrating peaceful communication methods. EFL classrooms which create protective environments for students to heal and reflect and understand each other better become spaces where students can use language to achieve dignity and agency and peace beyond their language learning goals.

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