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CONSULTATION ON CONTENT AND METHODS THAT COULD CONTRIBUTE
IN THE TEACHING OF FOREIGN LANGUAGES AND LITERATURE
TO INTERNATIONAL UNDERSTANDING AND PEACE

(Kiev, Ukrainian SSR, 26-30 January 1987)

FINAL REPORT

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I. INTRODUCTION

In conformity with the Programme and Budget approved by Unesco for 1986-1987 (para 04216c) and following the spirit of the Final Act of the Conference on Security and Cooperation in Europe (Helsinki, 1975), Unesco organized a Consultation on Content and Methods that could contribute, in the Teaching of Foreign Languages and Literature, to International Understanding and Peace. This consultation was held under the aegis of the National Commission of the Ukrainian SSR for Unesco, the Ministry of Higher and Secondary Specialized Education of the Ukrainian SSR and Kiev T.G. Shevchenko State University.

1.1. Basic Facts

The consultation took place from 26 to 30 January 1987 in Kiev T.G. Shevchenko State University. It was based on Unesco programmes on teaching of foreign languages on the one hand, and on the programme on education for peace and international cooperation on the other. The importance of these was stressed in the recommendations of Inter-Governmental Conference on Education in the Spirit of International Understanding, Cooperation and Peace and on Education in the Spirit of Respect for Human Rights and Fundamental Freedoms with a View to a Climate of Opinion Favourable to the Strengthening of Security and Disarmament (Unesco, Paris, 12-20 April, 1983), especially in Recommendation n° 14 "Teaching of modern languages".

The consultation followed a number of Unesco sponsored and organized congresses, conferences and seminars : the International Seminar on Teaching of Foreign Languages at an Early Age as a Means of Ensuring International Understanding (Moscow, USSR, January 1985), the Regional Colloquium on

Teaching of Foreign Languages and Promotion of Cooperation and Mutual Understanding in Europe (Prague, CSSR, September 1985), the Meeting of Experts on Teaching of the German Language in the Spirit of Peaceful Cooperation among Nations (Moscow, USSR, September 1985), the International Congress to Mark the 30th Anniversary of Unesco Associated Schools Project (Sofia, Bulgaria, September 1983), etc.

1.2. Objectives of the consultation

Following the above-mentioned events, the consultation had in view to study realistic possibilities for achieving lasting peace and better understanding among nations through the exchange of experiences in teaching foreign languages and foreign literature.

It was thus aimed at solving the following issues :

- (1) to exchange experiences on the teaching of foreign languages and foreign literature as a necessary prerequisite for better and deeper knowledge of the peoples about each other's culture and ways of thinking ;
- (2) to determine from this standpoint the obstacles for teaching foreign languages and literature hampering the development of mutual understanding among nations ;
- (3) to work out the methodological principles and techniques which might give an impulse to the deepening of understanding among nations through teaching of foreign languages and foreign literature ;
- (4) to work out proposals for international cooperation in this field.

1.3. Preparation of the consultation

In order to prepare the consultation, an Organizing Committee was established, which included :

Chairman : Prof. Leonid A. Kanishchenko, Deputy Chairman of the National Commission of the Ukrainian SSR for Unesco, First Deputy Minister of Higher and Secondary Specialized Education of the Ukrainian SSR.

Members : Prof. Victor V. Skopenko, Rector of Kiev T.G. Shevchenko State University ;

Victor A. Bulichenko, Head of the Directorate of International Relations and of Training International Students, Graduate Students and Exchange Programme Specialists of the Ministry of High and Secondary Specilized Education of the Ukrainian SSR ;

Leonid V. Guberskiy, Vice-Rector of Kiev T.G. Shevchenko State University ;

Vjacheslav A. Sotnikov, Advisor to the Secretariat of the National Commission of the Ukrainian SSR for Unesco.

Executive Secretary : Prof. Oleg E. Semenets, Dean of the Faculty of Romance and Germanic Philology, Kiev T.G. Shevchenko State University.

Taking part in the preparation were also the employees of the Directorate of International Relations of the Ministry of Education, of the Rectorate of Kiev University and professors and lecturers of the Faculty of Romance and Germanic Philology of Kiev University.

1.4. General organization of the consultation

The meeting was attended by 16 experts in language and literature from a number of European countries : Belgium, Bulgaria, Belorussian SSR, CSSR, France, FRG, GDR, Greece, Hungary, Ireland, Italy, The Netherlands, Romania, Spain, Ukrainian SSR. The Unesco Secretariat was represented by two specialists : V. Koptilov, of the Division of Educational Sciences, Content

and Methods of Education, and I. Khawajkie, of the Division of Equality of Educational Opportunity and Special Programmes (Section of Education for International Co-operation and Peace.)

The meeting was also attended by a number of leading scholars from Kiev University, the Academy of Sciences of the Ukrainian SSR and Kiev Teacher Training Institute of Foreign Languages.

The consultation was held in the Hall of Kiev University Council. Simultaneous interpretation was provided into Russian, English and French as well as written translation of the necessary materials into the same languages and their duplication.

Before the opening and in the course of the meeting, the participants received the following materials :

- a tentative programme of the consultation with the list of participants ;
- a copy of a working document on "Foreign Language Teaching as a Means for International Understanding, Cooperation and Peace Education" prepared by an international team of experts headed by Prof. Ingrid Classen-Bauer (FRG) ;
- abstracts of speeches by the participants (in English and in French).

II. PROTOCOL PROCEEDINGS

2.1. Opening

The consultation was opened at a ceremony on Monday, January 26, 1987, at 10 am by Prof. Leonid A. Kanishchenko, First Deputy Minister of Higher and Secondary Specialized Education of the Ukrainian SSR, which was followed by a welcome address by Prof. Yaroslav S. Kalakura, Vice-Rector of Kiev State University and by a salutary speech by Prof. Victor V. Kontilov, of Unesco Secretariat.

The speakers stressed that, at the present state of historical development, safeguarding peace in the world has become a most important issue and a decisive factor for the preservation of human civilization on the earth. The present situation in the world has become extremely dangerous due to the piling up of all kinds of conventional and nuclear weapons, to the attempts to start the arms race in the outer space and the only way out of this situation lies in the policy of peace, security and international cooperation. This is a task of global scale which is being implemented today not only by the governments and peoples of a number of countries, but also by such international forums as Unesco. During the forty years of its existence, Unesco has contributed greatly to the noble cause of promoting education, science, culture, communication and international cooperation in these fields. In this context, teaching of foreign languages and foreign literature for peace and understanding acquires special importance. The speakers wished the consultation every success.

After the opening ceremony, the participants elected a Chairman, Prof. M. Siguan (Spain), and two Co-Chairpersons, Prof. E. Zuanelli (Italy) and Prof. O. S:menets (Ukrainian SSR). After a short break, the participants introduced themselves and the working sessions began.

2.2. Summary of discussions

The working plenary sessions were held during the four days (26-29 January) and were followed by the closing ceremony on the fifth day (30 January) and the adoption of the recommendations.

At the working sessions, the participants presented their papers. The presentations were followed by wide discussions.

The speakers discussed the issue of teaching foreign languages and literature for peace and understanding from different standpoints and angles.

Prof. I. Classen-Bauer (FRG) dwelt upon the experience with Unesco Associated Schools Project. She stressed the necessity to support and strengthen all efforts of foreign language teachers towards the education for international understanding, co-operation and peace, to strengthen and use the already existing network of associated schools, to carry out all the exchange activities on the levels of materials, pupils and teachers which can improve foreign language teaching in the spirit of peace education, to help all thus motivated teachers who still lack experience in peace education to surmount the difficulties through a teacher's handbook, to continue organizing workshops for foreign language teachers and students on the issues of international relevance and to strongly support the teaching of the less widely taught languages in order to get a better knowledge and understanding of neighbouring countries.

Prof. L. Drozd (CSSR) presented a deep lingua-philosophical essay on the historical aspects of development of linguistics in view of peace education. He pointed out that one of the principal issues of the discussion should be the issue of relations between languages, language teaching and society both today and in the past. He also emphasized the role of literature and translation for FLT and suggested that a special handbook should be written which should include selections from the works of literature with topics and themes on peace and cooperation both in the mother tongue and in a target language.

Prof. S. Efstathiadis (Greece) spoke about sociolinguistic considerations in syllabus design which is of obvious importance for the teaching of foreign languages for peace and understanding. He defined the existing syllabi (formal, semantic and pragmatic) and stressed the necessity to take into account "who says what to whom, how, when, where and why", that is the

status, role, relations, attitudes and intentions of the participants, the content of what is being talked about, the linguistic exponents that are appropriate and the social constraints holding in the particular situations, the extra-linguistic features of the setting of the interaction and the purpose behind the interaction.

Prof. G. Szépe (Hungary) in his paper dealt with the training of foreign language teachers and the education for peace and international cooperation. He suggested a term which might cover all possible fields related to education for peace, understanding, disarmament, etc. "education for the future of the world". Among important prerequisites for training foreign language teachers, he emphasized the necessity to have an open society, to train teachers for the future, that is for the next 30-40 years, to train flexible teachers who will cope with the requirements of the future and contribute to the formation of the future. Adequate attention should also be paid to the content of education (authentic materials), to the teaching of the less widely taught languages, to realizing that in many cases, a language belongs not only to the leading country of a given language but also to a number of others, to overcoming Euro-centric approaches and to more widely use the communicative approach in language teaching.

Mr. H. Dieuzeide (France) touched upon the historical aspect and the present-day system of teaching foreign languages in France, with special reference to the world and less widely taught languages. Since language is a vehicle of culture, he stressed, it is necessary to teach languages using authentic cultural, scientific and educational materials, the lack of which may be considered a major obstacle. Besides the imperative need for exchange of teachers and students of foreign languages was emphasized.

Prof. Y. Kovalenko (Byelorussian SSR) spoke about the peace oriented principles of education in Byelorussian SSR and in the USSR as a whole. These educational principles stem from the peaceful nature of the Soviet State, from its peaceful foreign policy, which finds its reflection in many subjects in secondary and higher schools and specifically in teaching foreign languages. He stressed that peaceful policy of a state is of decisive importance for peaceful orientation of the educational system.

Prof. O.E. Semenets (Ukrainian SSR) in his intervention showed how the principles of peaceful Soviet policy are implemented in the secondary and higher schools of the Ukrainian SSR. He also demonstrated that the efforts of teachers of foreign languages in the Ukraine correspond to the ideas of Unesco's main recommendations on the issue. Discussing the experience of foreign language teaching in Kiev University, he stressed the importance of increasing the number of languages taught (including the less widely taught languages), of introducing on a wider scale intensive methods of teaching with a high degree of students' motivation and of ensuring adequate cultural background through the courses of foreign literature, area studies, exchange of teachers and students etc.

Dr. B. Krück (GDR) informed the participants that peace policy and education for peace are part of the state doctrine. This finds its reflection in the fact that learning a foreign language is compulsory for all pupils in the GDR. The most important methodological principles for teaching foreign languages in the GDR are : communication oriented and educationally effective teaching ; foreign language activity of all pupils and use of foreign languages as medium of instruction in classroom ; guidance of the FL learning process by the teacher and growing self-activity and independence in the use of the FL by the pupils ; unity of individual and collective FL acquisition and use.

Prof. W. Knibbeler (The Netherlands) also dwelt upon the methodological principles of teaching of foreign languages, the most important of which in his view are : exploration (constant search for a better way of expression), creativity (constant invention of solutions to meet the demands of exploration), motivation to communicate, affectivity (free expression of emotions), economy (production of a lot of language from a small vocabulary), listening to oneself level-appropriate input (creating a favourable environment for a language learner corresponding to the level of his knowledge), autonomy (decision by a learner as to which learning route to take), self-confidence and risk taking, teacher's explorative-creative personality, cooperative relationship between a teacher and a pupil.

Prof. E. Zuanelli (Italy) dealt with cultural authenticity and cultural awareness in foreign language teaching. She focused on the following points : the relationship between language, culture and motivation in foreign language teaching, the cultural competence objectives in foreign language teaching, the ways of contact with foreign cultures, the contents and the methodological procedures for "teaching" culture in foreign language teaching. According to Prof. E. Zuanelli, cultural competence in foreign language learning may be ensured through contacts with foreign cultures which may be (1) direct : visits-exchange of classes abroad, contacts with foreigners present in the community, correspondence between classes, use of authentic linguistic and cultural materials and (2) indirect : audio-visual courses on the foreign cultures (non-authentic cultural production), reading material of foreign culture, animation activities in foreign language-culture, intercultural researches in collaboration with schools and classes of foreign cultures etc.

Dr. M. Irimia (Romania) in her paper touched upon transcultural equivalence in translating literary texts. Basing upon the thorough analysis of the issue, she emphasized the universal equality of men in relation to

language and the necessity to direct the pedagogical endeavours towards genuine mutual acquaintance among nations, towards better communication with perfect observance of cultural identity and cleansing the human community of such residues as "linguistic pollution".

The issues of translation as a means for better acquaintance with the cultures of other nations were discussed by Prof. C. Frioux (France). He presented the issue of French-Russian literary contacts with a special reference to translation process in the realm of poetry. It was demonstrated how inadequacies in translation, stemming from wrong theoretical premises and lack of practical skills and talent, may lead to distortion and sterilization of intercultural relations. That is why it is so important that poetic translation should be attempted only by the highly qualified scholars and talented poets.

Prof. J. Blankoff (Belgium) outlined the way the Russian literature is studied in Belgium and the literature of Belgium in the USSR. He mentioned a number of names of Russian writers (L. Tolstoi, F. Dostoevski, I. Tourgenev, N. Gogol, M. Shchedrine, T. Shevchenko), whose works are studied and taught in Belgium and E. Verhaeren and Ch. de Coster, whose works are well known in the USSR. However, he stressed both Russian and Belgium literature can boast names of a number of contemporary poets and writers who are unfortunately less widely known in the respective countries but whose books not only deserve to be read but may considerably contribute to better understanding of the cultures of the two peoples.

Prof. M. Siguan (Spain) discussed the necessity of teaching the less widely known languages on the one hand, and of teaching world languages on the other. He used the example of the forthcoming Olympic Games in Barcelona,

which will for the first time take place in a bilingual country, to present the problem of choice between Spanish and Catalan and the role of English and French in this connection.

The issue of teaching Irish, which is also considered a less widely taught language, was the topic touched upon by Prof. N. French (Ireland). She discussed the place and role which Irish plays today in Ireland, the purpose of teaching Irish, the methods of teaching, course content and the future prospects for Irish.

At the end of the discussions, the working group was elected to draft recommendations of the consultation, based upon the ideas expressed during the discussions and upon concrete proposals of the participants.

The participants were also shown a Unesco documentary on Unesco Associated Schools Project which was preceded by a lively commentary by the Unesco Secretariat representative, Mrs I. Khawajkie.

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RECOMMENDATIONS

CONSULTATION ON CONTENT AND METHODS THAT COULD CONTRIBUTE
IN THE TEACHING OF FOREIGN LANGUAGES AND LITERATURE
TO INTERNATIONAL UNDERSTANDING AND PEACE

L I N G U A P A X
(KIV DECLARATION)

Kiev T.C. Shevchenko State University,

The Ukrainian SSR

January, 26 - 30, 1987

The Consultation has noted the considerable work that has been done by Unesco in implementing in the sphere of education the recommendations of the Final Act of the Conference on Security and Cooperation in Europe (Helsinki, 1975). Other important terms of reference in this field were the Unesco 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms and Recommendations of the Intergovernmental Conference on Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to a Climate of Opinion Favourable to the Strengthening of Security and Disarmament (Paris, 1983).

The Recommendations of this Conference in particular were of decisive importance for the orientation of Unesco language programmes.

The Consultation expresses its gratitude to the National Commissions of Unesco Member States, to the International Non-Governmental Organizations : the International Association of Applied Linguistics (AILA), the International

Association for the Development of Crosscultural Communication (AIMAV), the World Federation of Modern Languages Associations (FIPLV), the International Association of Translators (FIT), the International Association of Teachers of the Russian Language and Literature (MAPRIAL), the universities of Barcelona, Ghent, Kiev, Lüneburg, Nijmegen, Thessaloniki, Venice, Charles University in Prague, the Moscow A. Pushkin and M. Thorez institutes which, under the auspices of Unesco, organized in 1984-1986 a number of meetings that were conducive to the further development of foreign language teaching in the spirit of peace.

The consultation approves of the initiative of the Hochschule of Lüneburg which organized an international working group to produce a handbook for foreign language teaching incorporating the ideals of education in the spirit of peace. The consultation also supports the joint initiative of the University of Venice and Unesco directed at the establishment in the city of Venice of the Centre of Information and Documentation on the less widely taught European languages. The consultation expresses confidence that the organization of such a Centre will contribute to a better knowledge of the languages of European countries and of their cultures ; it will be a significant contribution to the development of mutual understanding and cooperation in Europe.

Summing up the results of fruitful discussions of over the meeting's five working days, the consultation has stressed the importance of teaching cultural contents by means of foreign language teaching with particular attention to :

- a) the need for multinational, multilingual, multicultural contents :
authentic documents, structured materials, etc ;
- b) the development of appropriate methodologies for teaching foreign languages and literature in the spirit of peace education ;

- c) better training for teachers of foreign languages as regards the teaching of culture with specific attention to curricula, methodology, etc ;
- d) the production and diffusion of materials and the specification of proper procedures for the purpose of peace education and international understanding ;
- e) the need to improve different levels of intercultural research which analyse different forms of cultural contact and cultural exchanges.

The consultation invites the teachers of foreign languages and literature to support the following recommendations :

I. To teachers of foreign languages and literature :

1) To be aware of their responsibility in furthering international understanding through their teaching.

2) To make strenuous efforts to increase the effectiveness of teaching foreign languages and literature with a view to enhancing mutual understanding, respect, peaceful co-existence and co-operation among nations in accordance with Unesco's principles.

3) To exploit the possibilities of extra-curricular activities for the development of international contacts and co-operation, such as correspondence, exchange of books as well as relevant print and audio-visual materials, visits, tours, excursions, etc.

4) As education for international co-operation must start with co-operation between students and teacher in the language learning task, classroom co-operation should be stimulated by language teaching approaches responsive to students' initiatives, interests and needs.

II. To competent international non-governmental organizations :

1) To regularly organize, in co-operation with Unesco, meetings of experts to prepare training seminars and workshops for teachers of foreign languages and literature in the spirit of peace and understanding among nations ;

2) To ensure adequate follow-up and the broadest possible dissemination of information about the results achieved.

III. To specialized institutions of Unesco Member-States :

1) To encourage the further exchange of teachers and teaching materials, syllabi, audio-visual materials, films, TV programmes, etc. with a view to sharing experiences in the field. Preference ought to be given to authentic concrete linguistic and cultural material, originating from countries whose language is taught. Use should be made of existing Unesco agreements and facilities to promote this exchange in order to form a positive image of the nation under study.

2) To encourage the increase in the number of foreign languages regularly included in the school curricula and the provision of study of additional foreign languages on the extra-curricular basis to give more emphasis to the study of foreign languages in educating young people ; to support translations as well as teaching of translating and interpreting as factors in the process of mutual understanding ; to take appropriate steps to inform students and their families of the potential of foreign languages for acquiring better knowledge of world issues and concerns, other nations and their cultures. To multiply bilateral and multilateral agreements to enhance contacts internationally to this effect.

In the same spirit, to facilitate and develop the teaching of foreign literature at all levels and to promote cultural encounters and exchange linked to this teaching.

3) To further international education through the teaching of languages for special purposes (LSP) with a view to facilitating the exchange of information on science and technology as an important means of mutual understanding.

IV. To the Director-General of Unesco :

1) To initiate in the next biennium (1988-1989) a Project to be launched initially in Europe on the development of teaching foreign languages for peace and mutual understanding and to take the necessary steps towards the preparation of a standard core of educational material and the elaboration of alternative sets of locally applicable methods of teaching, for example, developing and expanding those used in Unesco Associated Schools. This Project will be extended in the future to other regions of the world (Africa, Asia, etc.).

2) To intensify foreign language teaching, it is proposed that the above-mentioned Project include the following initiatives to be undertaken in 1988-1989 :

- a/ elaboration of a handbook for foreign language teachers containing guidelines, teaching units and suggested methods along the lines expressed in the working document for this meeting ;
- b/ organization of international competitions :
 - for the best teaching materials reflecting Unesco principles ;
 - for the best collection of literary texts (anthologies of poetry, short stories, including bilingual publications) reflecting the ideals of peace and international co-operation ;
 - for the best material produced by pupils or students ;
- c/ organization of travelling exhibitions of materials submitted for these competitions to be made available at teacher training institutions in the Unesco Member States.

3) Contrary to the common practice of linking the teaching of foreign language with a leading country and its capital, it is recommended to consider also the many different countries and regions within the countries where this language is spoken. Reference should be made to the countries where the language is used as a second language.

4) To organize in the next few years regional and international meetings of experts on the content of academic programmes for the training and retraining teachers of foreign languages with special attention to peace education and education for international understanding, including comparative education, international communication and other disciplines, as well as an interdisciplinary and multidisciplinary approach, on the improvement of content of school curricula dealing with foreign languages.

5) To continue to organize workshops for foreign language teachers and students, including those taking part in associated schools, on contemporary world issues of direct relevance and interest to the young people - environmental protection, struggle against poverty and hunger etc.

6) To contribute in every possible manner to a more extensive study of less widely taught languages and their respective cultures with special attention to the languages of neighbouring countries. In this connection, to give every assistance to the establishment of a Centre of Information and Documentation on less widely taught European languages in University of Venice, Italy.

7) To take necessary steps to ensure the proclamation within the framework of the forthcoming Decade of Cultural Development (1988-1997) of an

INTERNATIONAL YEAR OF LANGUAGES.

In this context, to make available for the purpose of foreign language teaching the wealth of material gathered within the framework of Unesco's programme concerning the "Cultural Heritage of Mankind" and to support a

series of bilateral and multilateral teaching projects to enhance a better understanding and appreciation of each others cultures, as proposed by the teachers and the students of the Associated Schools Project at the European Workshop on Foreign Language Teaching and International Education on the occasion of the International Year of Peace at the Sonnenberg Centre (FRG) in November 1986. Similar activities should be encouraged to this end.

The consultation expresses its gratitude to Kiev T.G. Shevchenko State University for the thorough organization of the work and cultural programme for the participants and invites the Ukrainian SSR National Commission for Unesco to prepare, with Unesco support, the materials of the meeting for publication and dissemination.