REPORT

Workshop No. 15/98

The contribution of modern language teaching to peace

European Centre for Modern Languages
Graz

30 September – 3 October 1998

Co-ordinator: Michel Candelier (René Descartes University, Paris V, FIPLV)
Facilitators: Felicity Macdonald-Smith (IATEFL Global Issues SIG)
Dolors Reig-Garganta (Catalonia Unesco Centre - Linguapax)
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1. Introduction

1.1 The co-ordinator’s credentials

As President of the World Federation of Foreign-Language Teachers’ Associations (FIPLV) from 1993 to 1997, and in that capacity member of Unesco’s International Linguapax Committee, the co-ordinator has in recent years been an active participant in international deliberations on the potential contribution of language teaching, at the close of this century, to the promotion of peace.

On behalf of the FIPLV, and with the latter’s assistance, he undertook to be the workshop co-ordinator. The Federation’s aim was to use its network of associations to disseminate more effectively the outcome of the discussions and initiatives concerning the contribution of language teaching to peace.

The FIPLV worked in conjunction with Unesco’s Linguapax programme, the joint organiser of the workshop, and an international group of teachers, members of IATEFL (International Association of Teachers of English as a Foreign Language, a member of FIPLV) specialising in peace issues (the Global Issues Special Interest Group).

As a university researcher, the co-ordinator has also been involved in a Socrates/Lingua programme to raise primary school pupils’ awareness of linguistic and cultural diversity, the principles and practices of which he has a particular interest in imparting.

1.2 Aims and objectives

- To make language teachers fully aware of their key role in developing a spirit of tolerance and promoting a culture of peace;
- To offer them practical assistance and food for thought on how to achieve this;
- To use the potential of the network of foreign language teachers’ associations to achieve the above two aims.

The FIPLV also wished to set up ongoing co-operation between associations in various countries in connection with these objectives of tolerance and peace.

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1 In particular, the assistance of Bert Bartelds (Netherlands, VLLT), who contacted many of the associations for this particular project.
1.3 Philosophy/approach

(A fuller description, containing the introductory address given by the co-ordinator at the beginning of the workshop, is given under 2.1.)

The concept of peace is not used here in the strict sense of “the opposite of war”. Peace is viewed in the sense of not resorting to violence in order to settle conflicts, whether conflicts between communities within a given country or conflicts between states. The concept as we understand it encompasses the various elements used in Unesco’s definition of a “culture of peace”.

The contribution of language teaching to the culture of peace is not limited – far from it – to the building up of linguistic skills enabling individuals to communicate beyond the borders of their own community or country. There are many ways that language teaching can make a contribution, but perhaps first and foremost is the fact that it can make learners fully aware of the relative vision of the world inherent in their own language and society.

Foreign language teachers therefore have a prime role to play in peace education. In general terms, they are not sufficiently aware of this or, if they are, they do not always have at their disposal the methods and teaching materials to perform this task as best they could.

The peace issue, seen from the angle outlined above, is one which is, on the face of it, of concern to all countries, in a world in which contacts between communities are inevitably growing (as a result of migration, the globalisation of trade, or indeed the process of European integration) and in which there is a rekindling of certain nationalist sentiments brought about by political and economic upheavals.

Initially, the FIPLV’s idea was to take specific action for the countries located in recent or potential armed conflict zones, particularly in the Balkans. The involvement of the ECML led it to broaden its horizons. Nonetheless, a special effort was made to include representatives of two Balkan countries which are not Council of Europe members, Serbia and Montenegro. Thanks to the commitment of the French cultural agencies in both these countries and the financial contribution of the Soros Foundation, their participation was secured.

1.4 Method

An effort was made to combine a number of different approaches in the following order: presentation of the participants’ experience of the contribution of language teaching to the promotion of peace; group discussions; joint discussions on theory; presentation and discussion of methods tried out in practice.

1.5 Programme

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<tr>
<th>Wednesday 30 September</th>
<th>Thursday 1 October</th>
<th>Friday 2 October</th>
<th>Saturday 3 October</th>
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<tr>
<td>9.15 - Welcome addresses</td>
<td>English Group</td>
<td>Discuss on preliminary summary of group activities on Wednesday</td>
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<td>9.30 - Objectives and functioning of the workshop (M. Candelier)</td>
<td>French Group</td>
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<td>9.45</td>
<td>GISIG Workshop (F. Macdonald-Smith)</td>
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<td>10.00</td>
<td>Lang. awareness Workshop (M. Candelier)</td>
<td>FIPLV round table: Tolerance, Peace and Solidarity and language teachers’ associations</td>
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<td>10.15</td>
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<td>(FIPLV Secretariat: D. Cunningham, Tuula Penttilä, Judith Hamilton, Teresa Siek-Piskozub, D. Herold)</td>
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<td>10.30</td>
<td>Language teaching and peace: Situations and prospects in the different countries represented</td>
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<td>10.45</td>
<td>(contributions from workshop participants)</td>
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<td>14.00</td>
<td>The contribution of MLT to peace: Identifying obstacles/challenges</td>
<td>English group</td>
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<td>(in groups)</td>
<td>French group</td>
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<td>GISIG workshop (F. Macdonald-Smith)</td>
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<td>Linguapax workshop (Dolors Rei g)</td>
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<td>Presentation of the Linguapax Project</td>
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<td>(Dolors Reig)</td>
<td>French group</td>
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<td>Plenary introduction: Global Issues SIG</td>
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<td>Presentation of summary text on challenges, guidelines for recommendations</td>
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<td>(Felicity Macdonald Smith)</td>
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<td>Conclusions</td>
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<td>Language awareness in primary education: presentation</td>
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2. Summary of contributions, discussions and group activities

2.1 Statements

Introductory statement by Michel Candelier:

What we can expect from this workshop and the difficulties to be overcome

Expectations:

If I am to believe the forms filled out in advance by participants, the majority wish is to gain a better understanding of the potential contribution of modern language teaching (MLT) to the promotion of peace, and to learn about the approaches and tools which could help our action in this field.

Some, quite rightly, would like the workshop to strike an appropriate balance between theory and practice. The facilitators will pay particular attention to this, with a constant attempt to show how theory and practice are inextricably linked, as indeed they are, as two sides of the same coin.

More broadly, the contribution of MLT to peace, in my view, is a matter for the language teacher’s professional ethics. This is still a new concept in our sector and few specialists have considered the matter in terms of ethics. R. Galisson touches on it when referring to obligations vis-à-vis the learner, Gomes de Matos has written at length on “the humanising teacher”, and learner’s (and teacher’s) rights. But what we are now introducing is ethical considerations in the light of developments in society: what are we doing and what should we be doing with regard to these developments?

What are the difficulties to be overcome?

To begin with, there are task-related difficulties:

First of all, the complexity of the concepts themselves:

- What do we understand by “peace”?

The articles I have written on this subject (which were sent to participants before the workshop) clearly show that peace cannot simply be explained in the narrow sense of the opposite of war. It can be defined as an absence of recourse to violence in order to settle conflicts, whether between communities within a given country or conflicts between states. I subscribe entirely to the Unesco concept of a “culture of peace”, which relates peace to its precursors – tolerance, democracy and human rights.

Working for peace is to a large extent working “in depth”, addressing perceptions and attitudes. And it is there that language teaching has a key role to play. It is one of the ideal settings in which children and adolescents can become aware of the relative vision of the world inherent in their own language and society. It is a long process, but one which
definitely cannot be successfully completed if all teachers do is now and again choose a “fine text” which refers to peace and extols it.

A link should also be made between “tolerance”, which I would like to define as recognition of others without disparagement, and the question of the diversity of the languages taught: the emphasis on a single language leads to bi-ethnocentrism, i.e. the denigration of other languages, particularly the languages of historical or immigrant minorities.

• There is also the complexity of the very concept of modern language teaching:

Traditionally, the only thing that can be done about a language at school is to teach it. Should one exclude from the concept of “teaching” other more recent approaches such as language awareness in primary schools, where the aim is not to teach the languages but help pupils discover them?

What exactly are “modern” languages? Clearly, they cannot be confused with “foreign” languages. What are “foreign languages” in the multilingual societies of today? Should we not draw on the Australian example, which refers to English and LOTEs (Languages Other Than English). Are Portuguese and Arabic foreign languages in France?

• There is also the diversity of disciplines involved. The didactics of languages and cultures is a complex field in itself, but this specific theme requires us to delve deeper into social psychology, developmental psychology, sociology, and so forth.

We also have to address the difficulties related to the fact that all of us here in the workshop are operating in different contexts.

• First, we are all different. We come from different backgrounds, where the various concepts of peace referred to above have a different relevance, and where the obstacles we have to contend with are not identical.

• We are all immersed in a social milieu within which we share to a greater or lesser degree the collective perceptions. Some participants come from countries or communities which have recently been embroiled in armed conflict, or in which the threat of armed conflict hangs heavy. But they are all here, moved by the desire to transcend conflict and promote the cause of peace. For them, the process is much more difficult, since they must at the same time rise above the hostile perceptions prevalent in their own community and distance themselves from that community. We must all be aware of this in order to understand better what can happen in our group.

As you can see, the foregoing are just a few pointers. The real work begins now.
Contribution in plenary session from Felicity Macdonald-Smith:

Introduction – Global Issues SIG

(The full text appears in the appendices.)

Felicity Macdonald-Smith first of all gave an overview of IATEFL, the International Association of Teachers of English as a Foreign Language, founded in 1967 and with a current membership of over 10,000 teachers in 112 countries. IATEFL publishes “IATEFL Issues” and holds an annual conference attended by some 1500 participants. IATEFL has 14 Special Interest Groups (SIGs), including the SIG on “Global Issues”, set up in 1995, and partly inspired by similar activities in the JALT (Japan Association of Language Teachers) run by Kip Cates.

The members of the GISIG are trying to introduce into the classroom themes such as peace, human rights, development and the environment in order to initiate discussion with pupils. They are also attempting to establish contacts with English teachers in developing countries. Since it was set up, the GISIG has carried out a variety of activities, including presentations at conferences or summer courses. There have been six editions of a special newsletter.

They also have their own website [http://www.countryschool.com/gisig.htm].

Contribution in plenary session from Dolors Reig:

Presentation of the Linguapax programme

(The full text can be found in the appendices.)

Linguapax is the name given to a Unesco scheme (Paris, 1987) to form a link between the teaching of foreign languages and the promotion of international understanding and solidarity.

The overall aim of the project is to promote the capacity to work towards tolerance, peace and justice.

The method adopted is a socio-affective one, ie learning based on empathy prompted by real experiences organised in such a way as to nurture socially desirable conduct.

The Linguapax-Catalunya project is aimed primarily at 12 to 16 year olds, ie those still in compulsory secondary education, but it is open to initiatives undertaken with learners of other ages.

The Linguapax-Catalunya project comprises five teaching units based on the main challenges facing humankind: Unit 1 – We live in just one world (interdependence), Unit 2 – We live together with others (co-operation and conflict), Unit 3 – Images, perceptions and stereotypes (discrimination), Unit 4 – The rights of the Earth (environment) and Unit 5 – The
world restaurant (food and famine). The material has been devised by Rafael Grasa and Dolors Reig, with the support of the Education Department of the Generalitat of Catalonia, the Jaume Bofill Foundation in Barcelona, and the Unesco Centre in Catalonia.

Contribution in plenary session from Michel Candelier:

Language awareness in primary education – presentation

(The oral contribution was based on a longer pre-existing text, reproduced in the appendices.)

This is a Socrates/Lingua project (action D) accepted in December 1997 for a 3-year period.

“Language awareness” is an educational approach in which some of the curricular activities focus in parallel on several languages without there being any intention of teaching them.

These languages may have different status: national languages (widely spoken or not), regional languages, immigrant languages, variants of a language. Generally speaking, what is involved is a holistic – and more often than not comparative – approach focusing on these languages, the language or languages of the school and on any foreign or other language learned.

It is because of this emphasis on genuine diversity that language awareness can be expected to have a positive effect on pupils in two ways:

• the development of positive perceptions and attitudes: 1) receptiveness to linguistic and cultural diversity ; 2) motivation for language learning (= development of attitudes) ;

• the development of metalinguistic/metacommunicative (ability to observe and reason) and cognitive skills helping pupils to master languages, including the language or languages of the school in question, whether their mother tongue(s) or not (development of skills).

As an initial stage, it was decided to focus on pupils in the last two years of primary education.

Thirty to 40 teaching aids will be produced over 3 years. This will involve close collaboration between educational researchers (as well as linguists and cultural specialists) and teachers “in the field”. They will be immediately tried out in the classroom. The teaching approach will be a discovery-based one, drawing, wherever possible, on the linguistic environment of the class, and possibly on specific project-based activities.

There will be a syllabus evaluation using the teaching material produced. This will take place during the 2nd and 3rd years, in around 150 classes. It will be looking at the extent to which the objectives set have been achieved.
Peace cannot be achieved if pupils do not know their neighbours, whether they are on the other side of a border, in the next neighbourhood, living next door or in the classroom itself. Schools must therefore find a place for all their languages, and not only the widely spoken ones. Because it tries to foster positive attitudes to all that is different, language awareness is an integral part of the contribution of language teaching to peace.

Workshop with Felicity Macdonald-Smith:

(The full text is to be found in the appendices.)

Two separate sessions were organised, one for English-speaking and one for French-speaking participants. There were a few variations in the material used.

The first two activities (“Find someone who .../Trouvez quelqu’un qui ...” and an activity where participants had to put in order nine statements relating to the link between global education and language teaching) were aimed at helping participants become better acquainted and give some thought to the place of “global education” in language teaching.

Other activities were aimed at promoting understanding between learners and an acceptance of the fact that there are different personalities and learning styles: What kind of person are you?/Quel genre de personne êtes-vous? ; Thinking about groups/Penser aux groupes ; Roles in groups / Les rôles dans les groupes ; Evaluate your group performance /Evaluez la performance de votre groupe ; Win-win guidelines/Les lignes directrices “gagner/gagner”.

Another series of activities, relating to stereotypes, involved using photographs, possibly after a brainstorming session among learners, to look at a particular country or group of countries.

The workshop then looked at the methods and activities which could be used to introduce “global issues” into the classroom: magazine articles, information (press, radio, television), films, literature, language, authentic documents, role-playing and simulations, “critical incidents”, the Internet, visits, nature activities.

Unpublished Eurocentre material dealing with the European dimension was presented to the English-speaking group.
**Workshop with Dolors Reig:**

(The full text is to be found in the appendices.)

**French-speaking group**

In line with the socio-affective focus, Dolors Reig began with a presentation session (*Connais-tu tes voisins? – Do you know your neighbours?).*

The Linguapax-Catalunya material was introduced by means of activity 1 of Unit 3 – *Images, perceptions and stereotypes*. The aim is to get children to recognise themselves as individuals, to be aware that they are all different, and to think about the importance of difference for each person’s individual identity.

Participants, working individually, then had about 10 minutes to make two lists containing a) characteristics they felt they shared with the rest of the group and b) characteristics which they felt distinguished them from the rest of the group. On the basis of these, an attempt was then made to compile a single list in each case.

Use of the Linguapax-Catalunya material continued with Activity 5 *Have you thought? (Appendix 1A) of Unit 1 – We live in just one world*. The aim of this is to encourage reflection on the value and importance of each individual within a group.

After a break, the group looked again at Unit 3, *Images, perceptions and stereotypes*, with activity 1.3, *Washing the elephant*, the aim being to show how we use our own preconceived ideas to interpret things which are not immediately obvious.

To illustrate the variety of material which can be used to introduce the theme of prejudice and stereotypes in our classrooms, Dolors Reig used the Pierre Peret song *Lily*.

On day two, the group took part in a presentation and introduction session: *Looking for the human treasure (Appendix 2A)*, the aim being to get to know others better and begin to trust them.

They then moved on to Unit 2, *We live together with others (co-operation and conflict)*. Activity 9 (*The flood*) provided an opportunity to look at the consensus-based decision-making process, and to analyse how our personal priorities and values influence us and how we can try to get to know and understand others.

The workshop ended with a socio-affective evaluation of the Linguapax project with an activity entitled *There are pictures which speak*, the aim of which was to evaluate the workshop activities through our feelings (pleasure, indifference, contempt, desire to know more, etc).
English-speaking group

This workshop followed a similar programme to the one used with the French-speaking group and had the same objective: to give participants an introduction to the Linguapax project and work with the material produced by the Linguapax-Catalunya group.

Dolors Reig began directly with the presentation and introduction session Looking for the Human Treasure (Appendix 2B).

The work continued with activity 5, Have you thought? From Unit 1 We live in just one world, (Appendix 1B) to introduce the theme of “interdependence”. Following this activity, Dolors Reig handed out the first unit and demonstrated a number of other activities on the theme of interdependence.

Keeping with the first unit, the group looked at activity 8, On how to make hamburgers out of woodland, a story written by Rafael Grasa. The aim of this is to understand the possible boomerang effect of certain environmental changes caused by human activity.

Last came activity 9, House of Words. This is the final activity in Unit 1 and the aim is to learn about and accept cultural pluralism through the etymological study of a few words in our own language or a foreign language.

Without losing sight of the topic of interdependence, the group then moved on to Unit 2 (activity 10: Relation between Peace and Justice: “Bread not Bombs”).

After the break, the group began working with Unit 3, Images, perceptions and stereotypes, using activity 3, Washing the elephant. (Same approach as with the French-speaking group.)

Dolors Reig then spoke of activity 1.4, Labels. The aim of this activity is to analyse the concept of labels in respect of personal qualities and shortcomings.

A short session on Unit 2, Living with others, introduced the activity on The flood, and was an opportunity to compare the reactions of the two (French-speaking and English-speaking) groups and to introduce the theme of conflict.

Workshop with Michel Candelier:

(Some of the documents used appear in the appendices.)

Michel Candelier presented a number of teaching aids (by, among other things, getting the participants to carry out tasks designed for pupils): Les langues jour après jour (Languages day by day) ; Le Petit Chaperon Rouge (Little Red Riding Hood) ; Fruits et légumes en tous genres (Fruits and vegetables of all sorts) ; L’Europanto.
The last two were devised by the project’s Swiss partners (Claire de Goumoëns, University of Geneva; Marinette Matthey, University of Neuchâtel).

The first two, extracts from which are given in the appendices, were devised by the Paris team, in conjunction with teachers from the Département of Eure and from Marseilles.

**Contributions from Denis Cunningham, President of the FIPLV:**

(The full text of the contributions are to be found in the appendices)

**FIPLV and the International Promotion of Languages / La FIPLV et la promotion internationale des langues**

Denis Cunningham gave an overview of the FIPLV, including its structure and objectives. Founded in 1931, the FIPLV is the only multilingual international federation of modern language teachers. It is a non-governmental organisation recognised by Unesco and the Council of Europe.

Its many activities include the following initiatives which are directly linked to the theme of the workshop: the FIPLV takes an active part in the work of the Linguapax International Committee, in liaison with Unesco. For Unesco, it produced a compendium of teaching documents on the contribution of language teaching to tolerance, which was distributed to the workshop participants. It is active, at international level, in the field of linguistic rights. It intends to carry out a study of the positions of language teachers associations on language policy.

**Linguapax activities in South-east Asia and the South-west Pacific / Les activités Linguapax en Asie du Sud-Est et Pacifique du Sud-Ouest**

The Australian Federation of Modern Language Teachers Associations (AFMLTA) and the FIPLV organised, at Unesco’s request, the Linguapax V Conference in Melbourne. This major event was followed up by various activities not only in Australia, but also in Japan, South Korea, New Zealand and Cambodia.

**Experiences and Reflections on the Themes of Tolerance, Peace and Solidarity / Expériences et réflexions sur les thèmes de la Paix, de la tolérance et de la solidarité**

Drawing on his international experience, Denis Cunningham developed these three concepts and showed how they were interrelated.
Contribution from Dieter Herold, Treasurer of the FIPLV:

Peace Education in the German Classroom

(The full text is provided in the appendices.)

Dieter Herold gave an overview of the situation in Germany (a country not represented among the participants). He felt the situation to be relatively favourable as regards guidelines, textbooks and teachers’ practices.

2.2 Contributions

Participants’ contributions:

Each participant received a letter from the co-ordinator in August asking them to prepare a short oral contribution (5-8 minutes maximum) to be presented on the first day (Wednesday 30 September). It was requested that these contributions answer the following questions:

• “what place is accorded to the promotion of peace and tolerance in the official guidelines for language teachers in your country and in teachers’ daily classroom practice ;

• what recent developments have occurred in this area and what are the reasons for these developments ;

• what obstacles have you come up against in trying to promote peace and tolerance through language teaching ;

• what perspectives do you feel should be included and what do you expect this workshop can achieve, for yourself and for the promotion of peace and tolerance through teaching languages in your country?”

All the contributions are available on request.

Overall, the term “peace” itself rarely appears in official guidelines given by ministries to language teachers. When a reference to it is given, it is included among the general aims of the school and not specifically among the aims for language teaching. Sometimes, any reference to peace seems more of a token reference, without any real content, than a real encouragement to develop activities along these lines.

Nevertheless, the fact that the term does not appear does not mean that the concept itself, or at least the general idea, has been overlooked. More and more frequently, guidelines include the term “intercultural”, which refers to an understanding of others and clearly has a close relationship with the concept of tolerance, which is essential for peace.
The absence – or the discreet presence – of a reference to peace in guidelines does not mean that teachers and/or textbooks do not develop practices which make a contribution to peace. But, generally speaking, specific practices appear to be fairly few and far between.

Several obstacles or restraints were identified. The shortage of qualified teachers (or teachers trained in specific practices) cropped up time and time again. There was also frequent criticism of the insufficient attention paid by education authorities to the issue of peace; occasionally this also extended to teachers themselves. This was often reflected in a strictly linguistic emphasis in final examinations. There was also much criticism of intransigence at international level. Social factors were also referred to, eg religious intolerance and certain nationalist ideologies or the loss of basic values in crisis situations.

Expectations of the workshop were many and varied, ranging from a desire for theoretical discussion to a wish to learn about practical teaching methods, and included the hope that at the end of the workshop participants would feel they had been given assistance at international level.

2.3 Discussions, group activities

Below are the results of the group activities and discussions in plenary session concerning the challenges to be taken up if language teaching is to make its contribution to peace.

La contribution de l'enseignement des langues vivantes à la paix: les défis à relever

Cadre général:

Dans la perspective de la vie en commun des individus et des groupes dans des sociétés plurilingues et pluriculturelles, appelées à développer des contacts de tous ordres avec leur environnement international direct ou éloigné, l'école a un rôle essentiel à jouer pour assurer le caractère pacifique des relations inter-individuelles et intercommunautaires.

L'enseignement des langues vivantes a une responsabilité de premier plan à assumer dans l'accomplissement d'une telle tâche, dans la mesure où, à la fois, la communication constitue l'un de ses objectifs essentiels et de ses moyens privilégiés, où la langue est étroitement liée aux dimensions culturelles des communautés et où l'étude de la langue est susceptible de faire apparaître le caractère relatif des schémas d'interprétation propres à chaque communauté.

Le recensement ci-dessous fait état des obstacles le plus fréquemment rencontrés par l'enseignement des langues vivantes dans l'accomplissement de cette mission. Il ne signifie pas que tous ces obstacles sont présents dans l'ensemble des pays considérés par les participants à l'atelier.

Concepts et terminologie:
• Difficulté à définir des concepts-clés tels que paix, tolérance, coexistence, interculturel, langue étrangère … et de fixer une terminologie adéquate.

• Difficulté à concevoir de façon suffisamment systématique et exhaustive les interactions entre les différents éléments (tolérance, démocratie, droits de l'Homme, justice sociale …) qui constituent les composants essentiels d'une culture de paix.

• Nécessité d'établir une éthique professionnelle relative à l'enseignement des langues vivantes tenant compte des responsabilités que cet enseignement et ceux qui en ont la charge ont vis-à-vis des individus et des sociétés.

**Contexte:**

**La société**

• Difficulté à comprendre d'autres cultures, y compris celles des voisins.

• Influence des convictions politiques et des interprétations de l'histoire diffusées dans chaque pays.

• Influence de l’intolérance en matière de religion.

• Manque général d'intérêt pour l'Autre dans l'opinion publique (y compris les parents).

• Statut des diverses langues, qu’il s’agisse de leur statut objectif (la place qui leur est accordée dans les échanges sociaux) ou de leur statut subjectif (le statut dont elles bénéficient dans les représentations individuelles et/ou collectives).

• Influence défavorable des médias.

• Obstacles administratifs et financiers à la mobilité, en particulier entre pays voisins.

**L’école**

• Manque de formation spécifique des enseignants (initiale et continue).

• Manque de matériaux d'enseignement appropriés.

• Difficultés pratiques (finances, hébergement, charge de travail des enseignants) pour la mise en place d'échanges (d'élèves, d'enseignants, de correspondance).

• Manque d'informations fiables concernant les programmes européens dans les domaines éducatifs et complexité des procédures administratives pour la participation à ces programmes.
**Acteurs de l'éducation:**

- Manque de sensibilité et de volonté politique relatives aux problèmes de la paix de la part des autorités éducatives, aux divers niveaux.

- Manque de prise de conscience relative aux problèmes de la paix chez les enseignants et résistance au changement de représentations qui constituent un obstacle à leur engagement en faveur de la paix.

- Motivation purement instrumentale et manque de prise de conscience de la part des apprenants et de leurs parents.

**Curricula et Méthodologie:**

- Absence ou présence insuffisante de la problématique de l’éducation à la paix dans les curricula.

- Difficulté à trouver un équilibre entre la dimension culturelle et éthique et la dimension purement instrumentale dans l'enseignement des langues vivantes.

- Insuffisance (ou absence) de dispositions législatives, administratives et financières concernant l'enseignement des langues moins répandues (en particulier celles des voisins) ou des langues minoritaires (minorités nationales, migrants).

- Statut scolaire inégalitaire de certaines langues enseignées.

- Manque de définition et de diffusion de contenus et de stratégies pour l'enseignement des langues vivantes en faveur de la paix, ainsi que de techniques de résolution des conflits.

- Difficulté à évaluer (si on décide qu'il en est besoin) les attitudes et compétences développées.

- Orientation linguistique des examens.

**The promotion of peace through foreign language teaching: challenges to take up**

**General background:**

With the aim of enabling individuals and groups to live together in plurilingual and pluricultural societies which need to develop all kinds of contacts with their international environment (immediate or distant), school plays an essential role in ensuring a pacific climate of inter-individual and inter-community relations.

Modern language teaching must take on a prime responsibility in the achievement of this task, insofar as communication constitutes both one of its essential objectives and its
preferred means; language is also closely linked to the cultural aspects of communities and the study of language is able to demonstrate the relative nature of the interpretation schemas of each community.

The list below gives the obstacles most frequently encountered by modern language teaching in carrying out this mission. It does not mean that all these obstacles are present in all the countries considered by the workshop participants.

**Concepts and terminology:**

- Difficulty of defining key concepts such as *peace, tolerance, coexistence, intercultural, foreign language,* etc … and of agreeing on appropriate terminology.

- Difficulty of systematically and exhaustively understanding the interaction of the different elements (tolerance, democracy, human rights, social justice …) which form the essential components of a culture of peace.

- Need for a professional code of ethics concerning modern language teaching, taking into account the responsibilities towards individuals and societies held by this teaching and those in charge of it.

**Context:**

**Society**

- Difficulty in understanding other cultures, including those of neighbours.

- Influence of political convictions and of interpretations of history disseminated in each country.

- Influence of religious intolerance.

- General lack of interest in others on the part of the general public, including learners' parents.

- Status of different languages, whether objective (their status in social interaction) or subjective (the status they enjoy in individual/collective perceptions).

- Unfavourable influence of the media.

- Financial and administrative obstacles to mobility, particularly between neighbouring countries.
School

- Lack of specific teacher education (pre- and in-service).
- Lack of appropriate teaching materials.
- Practical difficulties (finances, accommodation, teachers' workload) in setting up exchanges of pupils, teachers, correspondence …
- Lack of reliable information on European programmes in the education field and complex administrative procedures in order to participate in these programmes.

Actors in educational field:

- Lack of awareness and political will on peace questions on the part of educational authorities at different levels.
- Teachers' lack of awareness on peace questions and resistance to change of their perceptions which stand in the way of their commitment to promoting peace.
- Instrumental motivation and lack of awareness on the part of some learners and of their parents.

Curricula and methodology:

- Absence of, or insufficient emphasis on, the questions posed by peace education curricula.
- Difficulty of finding a balance between the cultural and ethical dimension and the purely instrumental dimension of modern language teaching.
- Inadequacy or absence of legislative, administrative and financial means for teaching lesser-used languages (particularly those of neighbours), or minority languages (national minorities, migrants).
- Unequal status in school of certain languages taught.
- Lack of definition and dissemination of content and strategies for the promotion of peace through language teaching, as well as techniques for conflict resolution.
- Difficulty of evaluating (if this is thought to be necessary) the attitudes and skills developed.
- Language-focused examination courses.
2.4 **Resolutions/recommendations**

The recommendations drafted on the basis of the above text on challenges are to be found in the appendices. They are addressed to national, local and regional political authorities, the Council of Europe and the ECML in Graz.

2.5 **Co-ordinator’s summary, observations**

Cf. section 3.1.

3. **General conclusions**

3.1 **Co-ordinator’s assessment concerning the objectives achieved**

The co-ordinator believes that the workshop objectives have been fully achieved. Participants became fully aware – or gained an enhanced awareness – of the role which language teaching can and must play in promoting a culture of peace. They were given numerous guidelines on how this role can be put into practice in the classroom.

They were also able to turn their experiences to account in analysing the obstacles to developing activities in this direction. This aspect – and the group work which led to its development – had not been anticipated when the workshop was being prepared. The necessity of it became immediately apparent from the morning of the first day.

Despite this, one might have feared that discussion time was too limited in relation to more organised activities. In fact this was not at all the case, which in itself is indicative of the quality of the presentations.

The atmosphere in the group was excellent. The level of satisfaction expressed in the assessment sheets the participants filled out at the end of the workshop was generally very high.

Participants’ readiness to take part in the activities was astonishingly high. There was real enthusiasm, backed up by a genuine commitment to the theme of the workshop.

One of the stated objectives was to use the potential of the network of modern language teachers’ associations to promote action for peace. A close look at the participants’ backgrounds showed that about two-thirds of them were active (and more often than not in positions of responsibility) in such associations. Despite the efforts made during the preparation phase, it had proved impossible to obtain a higher proportion. But the proportion we managed to obtain can be considered sufficient to enable the network of associations to be actively involved at this stage in training and follow-up activities.

The co-ordinator would like to take this opportunity to thank the other facilitators, and in particular Felicity Macdonald-Smith and Dolors Reig, for the quality of their contributions and their ongoing support in the co-ordination work.
3.2 Follow-up

In November 1998, the co-ordinator sent a letter to the participants via the ECML reminding them of the information imparted and the decisions taken at the previous session of the workshop with regard to organising follow-up activities:

• **type of activities** – proposals could relate to various types of activities: dissemination of the training acquired in the workshop and teacher training; devising of teacher training modules; devising/adapting teaching material in the light of individual contexts; curriculum proposals; consideration of basic concepts (with a view to dissemination);

• **participants** – at least two countries should be included (regional projects would be preferred); ideally, the organisations which contributed to the workshop (IATEFL, FIPLV, Linguapax) should once again be involved in the follow-up activities; the Soros Foundation could be approached; there should be proposals for follow-up projects for countries in a conflict situation (recent, current or foreseeable);

• **project management** – each project should be run by a team under the leadership of a co-ordinator (who must be able to carry out the preparatory work in situ).

Lastly, particular attention should be paid to avoiding competition between projects. Rather, an attempt should be made to pool efforts. The workshop co-ordinator’s role was also to oversee the follow-up. It had therefore been decided that all follow-up proposals should be forwarded by the instigators to the co-ordinator, who would discuss the various proposals with Dolors Reig and Felicity Macdonald-Smith, and of course with the ECML.

At the time this report was being written, several participants had already indicated that they had made contact with their education authorities to report back on the workshop (and its recommendations) and/or that they had given a number of lectures to pass on the training they had been given.

3.3 Networking

No network was formally set up. However, the contacts made during the workshop will undoubtedly continue, in particular through the intermediary of the FIPLV.

It should be pointed out that the participants, among others, were recently sent a survey carried out by the co-ordinator at the request of the Council of Europe. This survey relates to language policies in education and the efforts made to promote the diversity of languages taught.
3.4 **Recommendations in French**

Un atelier du Centre européen pour les langues vivantes consacré à la contribution de l’enseignement des langues vivantes à la cause de la paix s’est tenu à Graz du 30 septembre au 3 octobre 1998.

Les participants à cet atelier, venus de 27 pays d’Europe, ont formulé les recommandations suivantes, qui s’adressent d’une part aux autorités politiques de leurs pays (nationales, régionales ou locales) et, d’autre part, au Conseil de l’Europe et au Centre européen pour les langues vivantes de Graz.

**Préambule:**

Dans la perspective de la vie en commun des individus et des groupes dans les sociétés plurilingues et pluriculturelles, appelées à développer des contacts de tous ordres avec leur environnement international direct ou éloigné, l’école a un rôle essentiel à jouer pour assurer le caractère pacifique des relations inter-individuelles et intercommunautaires.

L’enseignement des langues vivantes a une responsabilité de premier plan à assumer dans l’accomplissement d’une telle tâche, dans la mesure où, à la fois, la communication constitue l’un de ses objectifs essentiels et de ses moyens privilégiés, où la langue est étroitement liée aux dimensions culturelles des communautés où l’étude de la langue est susceptible de faire apparaître le caractère relatif des schémas d’interprétation propres à chaque communauté.

Pour que cette responsabilité puisse s’exercer pleinement, il est nécessaire que certains freins ou obstacles soient levés. C’est dans ce but que sont énoncées les recommandations suivantes.

**A. Recommandations en direction des autorités politiques nationales, régionales et locales:**

Les autorités politiques, nationales, régionales et locales sont invitées à :

- agir afin que les convictions politiques développées et exprimées au sein de la société, ainsi que les interprétations de l’histoire qui sont diffusées dans leur pays ne contribuent pas au développement de l’intolérance et de la xénophobie ;
- veiller à ce que les convictions religieuses professées ne favorisent pas l’intolérance ;
- veiller à ce que les médias diffusent une image positive de l’Autre et de la diversité ;
- prendre toutes les mesures nécessaires pour améliorer le statut des diverses langues en présence sur leur territoire, conformément aux dispositions prévues dans la Charte des langues régionales et minoritaires du Conseil de l’Europe, en prenant également compte les langues de migrants ; prendre toute mesure susceptible de favoriser le
développement de représentations collectives positives vis-à-vis de ces langues et de la diversité linguistique en général ;

- mettre un terme à d’éventuels obstacles administratifs à la mobilité, en particulier entre pays voisins, et agir pour rendre cette mobilité plus abordable au plan financier ;

- mettre en place une formation spécifique des enseignants de langues (initiale et continue), les rendant aptes à dispenser un enseignement contribuant à la cause de la paix ;

- soutenir la production et la diffusion de matériaux d’enseignement appropriés à cet objectif ;

- prendre des mesures susceptibles d’aider les enseignants à surmonter les difficultés pratiques qu’ils rencontrent lors de la mise en place d’échanges (d’élèves, d’enseignants, de correspondance) : difficultés financières, problèmes d’hébergement, surcharge de travail ;

- favoriser la diffusion d’informations fiables concernant les programmes européens dans les domaines éducatifs et réduire la complexité des procédures administratives pour la participation à ces programmes ;

- sensibiliser les autorités éducatives, aux divers niveaux, et les inciter à développer une volonté politique favorable à l’éducation à la paix ;

- favoriser dès la formation initiale, la prise de conscience par les enseignants des enjeux éducatifs relatifs à la paix et favoriser l’abandon d’éventuelles représentations qui peuvent constituer un obstacle à leur engagement en faveur de cette-ci ;

- favoriser, par l’information communiquée aux familles, la prise de conscience de la part des apprenants et de leurs parents des divers buts non instrumentaux de l’enseignement des langues ;

- assurer une présence réelle de la problématique de l’éducation à la paix dans les curricula ;

- favoriser la définition et la diffusion de contenus et de stratégies pour l’enseignement des langues vivantes en faveur de la paix, ainsi que de techniques de résolution des conflits ;

- veiller à instituer un juste équilibre entre la dimension culturelle et éthique et la dimension purement instrumentale dans l’enseignement des langues vivantes ;

- en l’absence de dispositions législatives, administratives et financières permettant de développer l’enseignement des langues moins répandues (en particulier celles des voisins) ou des langues minoritaires (minorités nationales, migrants), instituer de telles mesures ; développer les mesures existantes si elles se révèlent insuffisantes pour assurer l’ouverture interculturelle nécessaire à la cause de la paix ;
favoriser la réflexion sur l’éventuelle évaluation des attitudes et compétences développées dans le cadre d’un enseignement de langues contribuant à la cause de la paix, ainsi que l’interrogation sur l’orientation exclusivement linguistique qui caractérise le plus souvent les examens ;

encourager la réflexion destinée à mieux définir des concepts-clés tels que paix, tolérance, coexistence, interculturel, langue étrangère… et à fixer une terminologie adéquate ;

encourager la réflexion visant à concevoir de façon plus exhaustive et plus organisée l’ensemble des interactions entre les éléments (tolérance, démocratie, droits de l’Homme, justice sociale…) qui constituent les composants essentiels d’une culture de paix, dans la perspective d’une contribution de l’école ;

encourager la réflexion collective des enseignants et spécialistes de didactique à propos du contenu d’une éthique professionnelle relative à l’enseignement des langues vivantes qui prenne en compte les responsabilités qu’ont cet enseignement et ceux qui en ont la charge vis-à-vis des individus et des sociétés.

B. Recommandations en direction du Conseil de l’Europe:

Le Conseil de l’Europe est invité à :

• poursuivre ses efforts théoriques et pratiques pour favoriser la prise en compte par l’enseignement des langues vivantes des objectifs relatifs à la paix, tout particulièrement dans le cadre des travaux de l’actuel Projet langues vivantes intitulé « Politiques linguistiques pour une Europe multilingue et multiculturelle » ;

• intervenir auprès des Etats membres afin de les inciter à prendre en considération les recommandations ci-dessus.

C. Recommandations en direction du Centre européen pour les langues vivantes de Graz:

Le CELV de Graz est invité à :

• poursuivre les efforts entrepris pour diffuser auprès des enseignants de langues :
  – la prise de conscience des possibilités et devoirs qui sont les leurs dans la perspective de la contribution de l’enseignement des langues au développement de la culture de la paix ;
  – la connaissance et la maîtrise des démarches et contenus susceptibles de les aider à assurer cette contribution ;
accorder tout le soutien nécessaire aux actions de suivi qui seront proposées pour l’atelier 15/98.

3.5 Recommendations in English

A European Centre for Modern Languages workshop on the contribution of modern language teaching to the promotion of peace was held in Graz from 30 September to 3 October 1998. The workshop participants, from 27 European countries, drew up the following recommendations, addressed on the one hand to the political authorities of their countries (at national, regional or local level) and on the other hand to the Council of Europe and to the European Centre for Modern Languages in Graz.

Preamble:

With the aim of enabling individuals and groups to live together in plurilingual and pluricultural societies which need to develop all kinds of contacts with their international environment (immediate or distant), school plays an essential role in ensuring a pacific climate of inter-individual and inter-community relations.

Modern language teaching must take on a prime responsibility in the achievement of this task, insofar as communication constitutes both one of its essential objectives and its preferred means; language is also closely linked to the cultural aspects of communities and the study of language is able to demonstrate the relative nature of the interpretation schemas of each community.

In order for this responsibility to be completely fulfilled, certain restraints or obstacles need to be removed. It is with this aim that the following recommendations are expressed.

A. Recommendations directed to national, regional and political authorities:

National, regional and local authorities are invited:

• to take action to ensure that the political convictions developed and expressed within society, and the interpretations of history disseminated in their countries, do not contribute to the development of intolerance and xenophobia;

• to ensure that the religious convictions professed do not promote intolerance;

• to ensure that the media present a positive image of otherness and of diversity;

• to take all necessary measures to improve the status of the various languages present in their territories, in accordance with the guidelines laid down in the Charter for Regional and Minority Languages of the Council of Europe, also taking into account the languages of migrants; to take all the necessary measures likely to favour the development of a positive collective attitude towards these languages and towards linguistic diversity in general;
• to put an end to any administrative obstacles to mobility, in particular between neighbouring countries and to take action to make this mobility more accessible from a financial point of view;

• to set up specific training for language teachers (initial and in-service) enabling them to teach in a manner conducive to the promotion of peace;

• to support the production and dissemination of appropriate teaching materials with this aim in view;

• to take measures likely to help teachers to overcome the practical difficulties they face in setting up exchanges (of pupils, teachers, or correspondence): financial difficulties, accommodation problems, work overload;

• to promote the dissemination of reliable information about European programmes in the educational field and reduce the complexity of the administrative procedures required to participate in such programmes;

• to raise awareness of educational authorities at various levels, and encourage them to develop a political will favourable to peace education;

• to promote, from initial training onwards, awareness-raising among teachers concerning the educational stakes in relation to peace and to encourage them to abandon attitudes which may stand in the way of their commitment to promoting peace;

• to promote, by means of information communicated to families, awareness on the part of learners and their parents of the various non-instrumental goals of language teaching;

• to ensure the genuine presence of peace education questions in curricula;

• to promote the definition and dissemination of content and strategies which promote peace in modern language teaching, and of conflict resolution techniques;

• to ensure the achievement of an equitable balance between the cultural-ethical dimension and the purely instrumental dimension of modern language teaching;

• in the absence of legislative, administrative and financial measures permitting the development of the teaching of lesser-used languages (in particular those of neighbours), of minority languages (national minorities, migrants), to initiate such measures; to develop the existing measures if they prove insufficient to assure the intercultural openness necessary for the promotion of peace;

• to promote reflection on the means of evaluation of attitudes and competences developed within the framework of language teaching which contribute to the
promotion of peace, and to raise questions about the often exclusively linguistic orientation of examinations;

• to encourage reflection aimed at better defining key concepts such as *peace, tolerance, co-existence, intercultural, foreign language*… and to establish an appropriate terminology;

• to encourage reflection aimed at understanding more fully and systematically the whole sphere of interactions between different elements (tolerance, democracy, human rights, social justice…) which constitute the essential components of a culture of peace, in the perspective of a contribution by schools;

• to encourage reflection by teachers and educational specialists on the content of a professional ethics relative to the teaching of modern languages which takes account of the responsibilities towards individuals and societies of this teaching and those to whom it is entrusted.

B. **Recommendations directed to the Council of Europe:**

The Council of Europe is invited:

• to pursue its efforts (in terms of both theory and practice) to promote the adoption into modern language teaching of objectives related to peace, particularly within the framework of the current Modern Languages Project: “Language policies for a multilingual and multicultural Europe”;

• to take such action in the Member States as will encourage them to take into consideration the above recommendations.

C. **Recommendations directed to the European Centre for Modern Languages in Graz:**

The ECML in Graz is invited:

• to pursue the efforts already undertaken to spread among language teachers:
  – an awareness of the opportunities and responsibilities which they have in view of the contribution of language teaching to the development of a culture of peace;
  – knowledge and competence of the techniques and content likely to help them to provide this contribution;

• to give all necessary support to the follow-up activities of workshop 15/98 which will be proposed.
4. Appendices

4.1 List of participants

Ms Signe ANNSOO
Mr Bert BARTELDS
Ms Zora BUŠOVSKA
Ms Michelle CARUANA- DINGLI
Mr Denis CUNNINGHAM
Ms Božena CZARNIAK
Ms Isabelle GENOUD
Ms Judith HAMILTON
Ms Betsy HANSEN
Ms Maria HARITOU
Mr Dieter HEROLD
Ms Daiga HOLMA
Ms Tatjana ILINA
Ms Maria HARITOU
Mr Dieter HEROLD
Ms Daiga HOLMA
Ms Tatjana ILINA
Ms Svetla KAMENNOVA
Ms Petrina Rós KARLSDOTTIR
Ms Antoinette LOIODICE
Ms Anne MADELAN
Ms Maria KARLOVA
Ms Branka PANIC
Ms Tuula PENTTILÄ
Mr Firo RODRIGUESZ
Ms Teresa SIEK- PISKOZUB
Mr Djon SINIŠTAJ
Ms Doina- Paula SPITA
Ms Marina ŠTROS
Ms Naida SUŠIĆ MEHMEDAGIĆ
Ms Eva TANDLICHOVA
Ms Terttu VALOJÄRVI
Ms Nadźėđa VOJTKOVA
Ms Weronika WILCZYŃSKA
Mr Zsolt LENGYEL

Estonia
Netherlands
“The former Yugoslav Republic of Macedonia”
Malta
Australia
Poland
Switzerland
United Kingdom
Norway
Greece
Germany
Latvia
Russian Federation
Bulgaria
Iceland
France
Montenegro
Principality of Andorra
Former Yugoslavia
Finland
Spain
Poland
Montenegro
Romania
Slovenia
Bosnia and Herzegovina
Slovak Republic
Finland
Czech Republic
Poland
Hungary
4.2 List of documents included in the appendices

1. Macdonald-Smith, Felicity: Full text of the workshop report.
2. Reig, Dolors: Full text of the workshop report.
4. Cunningham, Denis: FIPLV and the international promotion of languages.
5. Herold, Dieter: Peace education in the German Classroom.
6. Cunningham, Denis: Experiences and reflections on the themes of tolerance, peace and solidarity.

4.3 List of documents available on request

2. Reig, Dolors: Material devised by the Linguapax-Catalunya group. (3 pages)
3. Language awareness (Socrates/Lingua project): Le Petit Chaperon Rouge. (14 pages)
4. Language awareness (Socrates/Lingua project): Les langues jour après jour. (19 pages)
5. Cunningham, Denis: Linguapax Activities in South-East Asia and the South-West Pacific. (6 pages)
6. Participants’ contributions. (38 pages)
7. Candelier, Michel/Cunningham, Denis: Linguapax V. (20 pages)
8. FIPLV (at the request of Unesco): Selection of teaching material. (120 pages)