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CURRICULUM & TEACHING STUDIES | RESEARCH ARTICLE

European profile for language teacher education: Meeting the challenge for sharing common competences, knowledge, strategies and values

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Abstract: This article aims to illuminate the structure of initial language teacher education in 25 European countries and to identify similarities and differences between different countries on issues concerning the content and structure of teacher training programmes in order for somebody to be qualified to work as a French language teacher in secondary education. The article provides a comparative analysis of academic curricula for the initial training of teachers of French in countries members of the European Centre for Modern Languages. The document of the European Commission *European Profile for Language Teacher Education—a Frame of Reference* (2004), which identifies 40 items as important items in foreign language teacher education, is a point of reference for conducting the survey. The primary aim of the survey is the formulation of conclusions for the academic curricula addressed to student teachers of French language, with respect to the structure, knowledge, strategies and values that the European academic curricula for initial language teacher education give emphasis on. It identifies best practices and recommends ways of improving the existing academic curricula for enhancing cooperation of all those involved in language teacher education policy.

Subjects: Curriculum Studies; Education; Education Policy & Politics; Higher Education; Language & Education; Language Policy & Planning; Language Teaching & Learning; Modern Foreign Languages; Teaching & Learning



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PUBLIC INTEREST STATEMENT

The article provides a comparative analysis of academic curricula for the initial training of teachers of French in 25 member countries of the European Centre for Modern Languages (ECML). It aims to illuminate the structure of initial language teacher education in 25 European countries and to identify similarities and differences between different countries on issues concerning the content and structure of teacher training programmes in order for somebody to be qualified to work as a French language teacher in secondary education. The document of the European Commission *European Profile for Language Teacher Education—a Frame of Reference* (2004), which identifies 40 key elements as important items in foreign language teacher education, is a point of reference for conducting the survey.

Keywords: initial language teacher education; Europe; structure/skills/values/knowledge; academic curricula; language teacher competences; pre-service teacher training (PRESETT); educational policy; European language teacher; teacher education reform

1. Introduction

The enlargement of the European Union makes language learning for all European citizens a priority. The Bologna declaration emphasizes the academic mobility and employability across national borders and it seeks to establish a framework of convergence towards a European Higher Education Area (EHEA). Both the development of EHEA and the goal of flexible employment across borders depend heavily on foreign language learning, and subsequently on the quality of language teacher education. This paper presents a comparative analysis of the structure of initial training of language teachers and formal requirements needed in order for somebody to become a teacher of French in 25 European countries. At first, the theoretical background and the methodology of the survey are presented. Then, the 25 academic curricula are described and the analysis of the survey data takes place. Finally, the article identifies best practices, recommends ways of improving the existing academic curricula in a European scale and discusses if initial teacher education can provide tomorrow's teachers with the competences allowing them to become agents of effective improvements in the quality of European education.

1.1. Theoretical background and remit of the paper

Over the past decade there has been a growing concern about initial language teacher education across European countries in order to help language teachers develop a European frame of mind (Willems, 2002). The report *The Training of Teachers of a Foreign Language: Developments in Europe* (Kelly et al., 2002) proposes ways in which language teacher training can be strengthened by actions at European level, and sets the grounding principles for *the European Profile of Language Teacher Education—a Frame of Reference* (Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004), hereafter referred to as *EPLTE*. In 2003, the ECML published the book *Facing the Future: Language Educators across Europe* that examines the future of language education and its impact on initial language teacher education. OECD's report *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (OECD, 2005) provides an international analysis of trends and developments in the teacher workforce in 25 countries around the world and teacher policy options for countries to consider. Also, OECD's *Teaching and Learning International Survey TALIS* (2013) aims to cover key issues that affect lower secondary teachers in their work, including aspects of professional development, teacher beliefs, attitudes and practices, teacher appraisal and feedback and school leadership. OECD (2009) distinguishes between teaching competences and teacher competences. Teaching competences are focused on the role of the teacher in the classroom, directly linked with the “craft” of teaching—with professional knowledge and skills mobilised for action (Hagger & McIntyre, 2006). Teacher competences imply a wider, systemic view of teacher professionalism, on multiple levels—the individual, the school, the local community, professional networks (European Commission, 2013). *The Common European Principles for Teacher Competences* (European Commission, 2005) and the commission's communication *Improving the quality of Teacher Education* (Commission of the European Communities, 2007) have identified teacher education as a key factor in securing the quality of education in European countries. Teacher education has thus moved from representing a national concern towards becoming part of the discourse around Europeanization. In this context, the present paper sheds light on the policy for initial language teacher education adopted by 25 countries in an attempt to make possible a Europe-wide mapping of the content knowledge and minimum qualifications needed, a process that could contribute towards the introduction of a “European Benchmark Statement for Language Teacher Training” (Kelly et al., 2002) by coordinating the ideal profile of prospective language teachers between member states.

In this context, the research question formulated intends to identify the similarities and differences of academic curricula for prospective teachers of French in the Member States of the ECML and could be divided into three sub questions:

- (1) To what extent do the academic curricula for initial language teacher training converge or diverge relating to the duration of schooling? Do the four-year academic programmes provide the same competencies, skills, knowledge and values compared to those of five and six year duration study programmes? What are the minimum official requirements that a language teacher must be entitled to in order to work in public schools of the country? To what extent do qualifications differ from one European country to another? What are the main differentiating factors between academic curricula for pre-service French teachers?
- (2) Is there a difference between the academic curricula that specialize in only one language and those specializing in two or more languages or other subject areas with regard to the integration of the 40 items of the *EPLTE*?
- (3) Do the current academic curricula for initial language teacher education provide the essential linguistic (item: 17), pedagogical (items: 1, 3, 24, 26) and methodological skills (items: 14, 15, 22, 23) necessary for teachers to be effective in the European environment? Are there courses that reinforce additional aspects of professional capacity such as the use of European language portfolio for self-evaluation (item: 34) and the European citizenship (item: 38)? During initial language teacher education are lifelong learning and the professional development of new teachers to experienced ones promoted (items: 24, 40)? Which items of the *EPLTE* are incorporated into all academic curricula? Are there any items of the *EPLTE* that despite their importance are not embedded in the academic curricula?

The first two research questions deal with external characteristics which have to do with the structure of academic curricula. The last question is focused on the academic curriculum in terms of the content knowledge, competencies and skills they provide to prospective language teachers.

2. European profile for language teacher education—a frame of reference—Profile

The *European Profile of Language Teacher Education—a Frame of reference* (Kelly et al., 2004) was commissioned by the European Commission's Directorate General for Education and Culture. A team of researchers at the University of Southampton in the United Kingdom conducted and wrote the report. The *EPLTE* corresponds with the Council of Europe's *Common European Framework of Reference for languages* (Council of Europe, 2001), both in its use of terminology and references to levels of linguistic competence. A database of sources relating to teacher education, language teaching and learning provided key information for developing the *EPLTE*, along with a network of teaching organizations and eight experts in European language teacher education that formed a Consultative Group. The experts were chosen to represent a wide geographical spread across Europe and a broad range of areas of expertise. The *EPLTE* proposes a toolkit for language teacher education in the twenty-first century and "has been established as a non-mandatory frame of reference containing examples of good practice and innovation, as well as information about the issues language teacher education programmes encounter (p. 9) ... the Profile aims at providing guidance for practice at a national and European level, and at helping institutions and educators develop their education programmes for trainee foreign language teachers. It can be used as reference point for European providers of language teacher education, leading to greater transparency and portability of qualifications. Wider aims could include improving mobility, the creation of dual qualifications and recognition of education components at various levels of professional language teacher education (p. 12) ... The Profile deals with the initial and in-service education of foreign language teachers in primary, secondary and adult learning contexts and it offers recommendations for language education policy makers and language teacher educators in Europe (p. 4) ... it is limited to examining the education of teachers of foreign languages, and does not include teachers being educated to teach their own mother tongue (p. 11) ... It aims to serve as a checklist for existing teacher education programmes and a guideline for those still being developed (p. 4) ... One way of thinking about the Profile is as a toolkit that allows institutions to improve the programmes they offer. Another way is to see it as a set of building blocks that policy makers, teacher educators, teachers and trainee teachers can assemble to support their provision of foreign language teacher education. Some of the Profile items could form 'add-ons' to existing teacher education programmes. However, one of the key concerns of the Profile is to promote

an integrated approach to language teacher education" (p. 19). The EPLTE's remit "was to summarize the principles of foreign language teacher education, focusing on the structure, content and values of teacher education programmes" (p. 11). It proposes that foreign language teacher education should include items that "deal with the *structure* of educational courses, the *knowledge and understanding* central to foreign language teaching, the diversity of teaching and learning *strategies and skills*, and the kinds of *values* language teaching should encourage and promote" (p. 4). The EPLTE contains 40 items which are divided into the aforementioned four sections. The structure section contains items describing the different constituent parts of language teacher education and indicates how they could be organized; the knowledge and understanding section contains items relating to what trainee language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education; The strategies and skills section contains items relating to what trainee language teachers should know how to do in teaching and learning situations as teaching professionals as a result of their initial and in-service teacher education; and the values section contains items relating to the values that trainee language teachers should be taught to promote in and through their language teaching.

2.1. Methodology, instrument and resources

This survey attempts to provide a descriptive analysis and an evaluation of academic curricula for the initial training of teachers of French language in the member states of the ECML. It concerns the academic curricula, which train prospective teachers of French to teach in upper secondary education (ISCED 3¹). It should be noted that the evaluation concerns only the reported academic curricula and not similar academic programmes in the same country. Also, it should be noted that the evaluation performed is based on the detailed description of the study programme of each academic curriculum, i.e. the "nominal" existence of a course whose description covers at least one item of the EPLTE.² Consequently, this study attempts to capture the external image of the academic curricula regarding the integration of courses that are consistent with the 40 key elements of the EPLTE.

This paper provides information about the minimum requirements needed in order for somebody to become a language teacher in upper secondary education, the duration of studies, the degrees needed, the institutions qualified to offer initial language teacher education and the status of language teachers working in publicly funded schools. The main instrument of data collection was the evaluation table. The first part of the evaluation table presents the university and the minimum qualifications required in order for someone to be able to teach foreign languages in publicly funded schools of each country. This practically means that there are countries where only one academic curriculum is assessed (e.g. in Cyprus, the possession of the four year bachelor's degree provides the right to teach in all levels of secondary education); while in other countries a postgraduate degree and/or certificate of pedagogical studies are also a prerequisite. The evaluation, therefore, takes into account all necessary stages of education. The second part of the evaluation table presents the 40 items recommended by the EPLTE, which operate as evaluation criteria. All evaluators were educators³ at the relevant university department and, in most cases, they taught courses such as: *Methodology of teaching and learning, curriculum design, didactics, pedagogy, ICT and its use in the classroom*. At the first level, the researcher, after detailed study of the academic curricula involved, filled in the evaluation table in order to facilitate the work of the evaluators. Then, the researcher sent the evaluation table electronically to at least one educator at the relevant university department for data confirmation or for possible corrections. The educator filled in, made any corrections needed, rated the evaluation table accordingly and returned it to the researcher. The data collection procedure lasted from June 2009 to September 2011.

Apart from the evaluation table, the following sources were also used for the data collection:

- (1) Ministries of education.
- (2) National reports of *Eurydice*⁴ from the Eurydice Network of European Education and systems.
- (3) ECML (communication with national representatives from member states).

- (4) Higher education institutions: Personal communication with instructors in foreign language departments.
- (5) The country dossiers⁵ of the International Bureau of Education (UNESCO-IBE).
- (6) Academic curricula (study programmes).

It is worth mentioning that the validity of the data presented in this article was last checked in June 2012, since in a number of countries the process of improving teacher initial education is still going on.

2.2. Method of analysis

The method of analysis used was a mixed-methods research. The term mixed-methods research is used to refer to all procedures collecting and analysing both quantitative and qualitative data in the context of a single study (Tashakkori & Teddlie, 2003). Researchers have been conducting mixed-methods research for several decades, and referring to it by an array of names. Early articles on the application of such designs have referred to them as multi-method, integrated, hybrid, combined and mixed-methodology research (Creswell & Clark, 2007, p. 6). Some researchers have taken issue with the term mixed methods to describe research designs that consciously blend both approaches within or across the stages of the research process (Johnson & Onwuegbuzie, 2004). They suggest the term mixed model be used to differentiate research designs integrating qualitative and quantitative data from those who merely employ both types of data. These include transformative designs that change one form of data into another (most often qualitative to quantitative data) so that the data collected by mixed-methods designs can be merged (Greene, Caracelli, & Graham, 1989; Onwuegbuzie & Teddlie, 2003). The 40 items of the *EPLTE* were quantized to create a single comprehensive data-set. Quantizing refers to the process of assigning numerical values to qualitative data collected through the instruments of data collection (questionnaires, interviews, observation techniques, etc.). The existence of a course, that covers each one of the 40 items in the academic curricula examined, takes a numerical value. At a second level of analysis, the comprehensive data-set consisting of the 40 items of the *EPLTE* takes a score, which is compared to three independent variables that are (1) the academic qualifications required for teaching in secondary schools; (2) the specialization in one or two disciplines; and (3) the duration of studies.

2.3. Research issues

The original aim was that all 34 countries member states⁶ in 2011 of the ECML would participate in the research. For this reason, the researcher contacted (via emails and/or phone calls) representatives from the Ministry of Education or/and University departments in all countries. However, communication for confirming the validity of data was not possible with Albania, Armenia, Austria, Estonia, Ireland, Latvia, N. Ireland and Spain. Consequently, these countries were not included in the research, along with Andorra and Liechtenstein which do not have any higher institutions offering initial language teacher education programmes. Moreover, because of the lengthy process of the data collection, there were some countries that needed to be re-evaluated, since there have been changes in their higher education system (e.g. France, Germany).

2.4. Sample selection

The 25 countries that participated in the research are Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, the Czech Republic, England, Finland, France, the Former Yugoslav Republic of Macedonia, Germany, Greece, Hungary, Iceland, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Romania, the Slovak Republic, Slovenia, Sweden and Switzerland. The total sample of countries that participated in the survey consists of 25 questionnaires. The sample of the academic curricula was selected by random sampling. The researcher was looking at the websites of the university departments for the study guides of the minimum degrees needed to each country in order to be eligible to work as teacher of French in secondary education of publicly funded schools. Where practicable, there was an attempt that the minimum required qualifications (e.g. bachelor, master, pedagogical studies) were offered by the same academic institution. Therefore, the choice

of universities was based on the availability of the above. It is noted that the evaluation concerns exclusively the selective academic curricula of the specific universities.

3. Presentation of the academic curricula

This part presents the basic characteristics of the university and the academic curriculum for initial training of teachers in the 25 countries that participated in the research. With regard to the academic programmes that require studies in a second or third specialization, the evaluation performed did not include the second or third specialization, but only the academic curricula for studies addressed to prospective French language teachers were evaluated. This is distinct in the cell “Degree description” in the tables below.

(1) Bosnia-Herzegovina: University of Sarajevo

University: University of Sarajevo, Faculty of Philosophy, French Department

Bachelor study guide: www.ff.unsa.ba

Degree description: Bachelor in French language and literature + Master in French language and literature

Duration of studies: BA: 3 years + MA: 2 years = 5 years

ECTS: BA: 180 + MA:120 = 300

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French (major) and minor in another language or in education/pedagogy

Other prerequisites in order to work as a language teacher in secondary education: It is difficult to talk about the general rules at the state level due to a complicated and complex political, economic and educational structure of the post-war Bosnia and Herzegovina (2 entities, 1 district, 10 cantons in the Federation of Bosnia). In Sarajevo Canton after obtaining a Master in Language Teaching, it is needed to spend one year as a novice teacher in the public school after which there are the exams supervised by the Pedagogical Institute, which officially qualify prospective teachers as foreign language teachers in public schools

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Primary and secondary education. After obtaining the Master’s degree one can work in both primary and secondary education, and this applies only for Sarajevo Canton; other cantons have different policies and rules

Status of teachers working in publicly funded schools: School teachers working in state schools are civil servants. They are employed by the school principal on the basis of a public vacancy announcement stating the requirements in terms of qualifications. Before they can take up employment in a school, a teacher must meet the requirements laid down in the *Guidelines on the Type of Qualifications of Teachers and Associates in Schools*

(2) Bulgaria: Sofia University “St. Kliment Ohridski”

University: Sofia University “St. Kliment Ohridski”, Faculty of Classical and Modern Philology, Department of French Philology

Bachelor study guide: http://portal.uni-sofia.bg/index.php/eng/faculties/faculty_of_classical_and_modern_philology/degree_programmes/bachelor_s_degree_programmes/faculty_of_classical_and_modern_philology/french_philology

Degree description: Bachelor in French Philology + teacher qualification

Duration of studies: Bachelor: 4 years. **ECTS:** Bachelor: 240 ECTS

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Other prerequisites in order to work as a language teacher in secondary education: In order to acquire the professional qualification of teacher of French, students who have graduated in French philology also need to undergo training to gain the professional qualification of teacher. This can take place concurrently with the training for acquiring the respective educational and qualification degree or after graduation. When the concurrent option takes place, students who have graduated and who have met the unified state requirements for acquiring the professional qualification of teacher, are awarded the professional qualification of philologist and teacher of French at secondary schools

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): In secondary and primary education

Status of teachers working in publicly funded schools: Teachers are not civil servants. They work under labour contract and are employed by school principals

(3) Croatia: University of Zadar

University: University of Zadar, Department of French Language and Literature, Undergraduate double major Study + Graduate double major teacher's study

Bachelor and Master study guide: <http://www.unizd.hr/Portals/0/ms/pdf/guide/7.pdf>

Degree description: Undergraduate double major Study + Graduate double major teacher's study. Reformed (Bologna agreement) double major 5 year programme that educates students to become elementary and high school teachers, teachers in order educational institutions, in institutions of higher education and in universities

Duration of studies: Undergraduate double major Study: 3 years + Graduate double major teacher's study: 2 years = 5 years. **ECTS:** BA: 180 ECTS + MA: 120 ECTS: 300 ECTS

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in Croatia: (a) Undergraduate double major Study; (b) Graduate double major teacher's study and (c) National exams

Institutions training future language teachers: (1) Universities (there are teacher colleges that prepare elementary teachers, but they are also an integral part of the University)

Possibility to work (Both in secondary and primary/only in secondary): Secondary and primary education

Status of teachers working in publicly funded schools: Teachers are paid from the country's budget/civil servants

(4) Cyprus: University of Cyprus

University: University of Cyprus, Faculty of Humanities, Department of French Studies, Bachelor of Arts degree programme in French Language and Literature (BA French)

Bachelor Study guide: <http://www.ucy.ac.cy/goto/frstmola/fr-FR/FORMATIONSSOUSGRADUEES.aspx>

Degree description: Bachelor's degree: 240 ECTS

Duration of studies: Bachelor: 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in Cyprus: (a) BA in French language and literature; (b) Waiting list. Graduate students wishing to work as French language teacher in public schools in secondary education enrol in a waiting list ("epetirida") and they wait a few years for their turn to be recruited by the Ministry of Education of Cyprus. The enrolment in the "epetirida" is based on a chronological order, according to the date of graduation

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Secondary

Status of teachers working in publicly funded schools: Teachers have civil servant status as a rule

(5) The Czech Republic: Masaryk University

University: Masaryk University, Faculty of Arts, BA in French language and literature + MA in Upper Secondary school Teacher Training in French Language and Literature

Bachelor study guide: <http://www.muni.cz/study/programmes/courses/6290>

Master study guide: http://www.muni.cz/study/programmes/1762?study_type=R&study_form=R&faculty=phil

Degree description: BA in French language and literature + MA in Upper Secondary school Teacher Training in French Language and Literature. ECTS: 180 + 120 = 300 ECTS. Students in MA programme may do single subject (2 years) or double (3 years) and if double, the other subject does not have to be a language

Duration of studies: BA: 3 years + MA: 2 years = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French only or French and another subject

Minimum requirements in order to be a French language Teacher in Secondary Education in the Czech Republic: (1) Bachelor degree in French language and literature; (2) MA in Upper Secondary school Teacher Training in French Language and Literature

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Secondary education

Status of teachers working in publicly funded schools: Teachers do not have a civil servant status

(6) England: University of Manchester

University: University of Manchester: Bachelor's degree in one, two or more specializations (joint or single degree, major minors degree), first specialization Linguistics and French language + School of Education: Postgraduate Certificate in Education (PGCE)

Bachelor study guide: <http://www.manchester.ac.uk/undergraduate/courses/search2011/coursesincludingforeign-language/course/?code=00230&pg=2>

PGCE study guide: <http://www.education.manchester.ac.uk/postgraduate/taught/courses/pgcesecundary/subject/languages/>

Degree description: Bachelor's degree (joint or single), French studies + PGCE in Modern languages

Duration of studies: Bachelor: 4 years (1 year abroad) + PGCE: 10 months = 4 years and 10 months. **ECTS:** Bachelor: 180 ECTS. The PGCE is not awarded with ECTS

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Possibility to choose: specialist in French only or French with another subject

Other prerequisites in order to work as a language teacher in secondary education: Teachers should hold qualified teacher status (QTS). The main routes to QTS are the concurrent and the consecutive routes. The concurrent route consists of a three- or four-year Bachelor of Education degree; the consecutive route of a bachelor's degree either only in French or combined with another language followed by a Professional or Postgraduate Certificate in Education (PGCE). The four-year bachelor degrees include a year spent abroad

Institutions training future language teachers: (1) Universities; (2) University Colleges

Possibility to work (both in secondary and primary/only in secondary): Secondary (There is the PGCE Secondary and the PGCE primary. Both lead to QTS, as a holder of the QTS, there are cases that teaching is possible in both secondary and primary, if the school accepts the application)

Status of teachers working in publicly funded schools: Teachers are not civil servants. School teachers are employed either by the local authority or by the individual institution, depending on the type of school

(7) Finland: University of Helsinki

University: University of Helsinki: Faculty of Arts: Department of Modern Languages/French philology: Major in French Philology and minor in another language or subject + Faculty of Behavioural sciences, Department of Teacher Education: Pedagogical Studies (PS) + Faculty of Humanities: Department of French: Master in French Philology

Study guide (bachelor): <http://www.helsinki.fi/ranska/pdf/cursusenfrancais2007.pdf>

Pedagogical studies: <http://www.helsinki.fi/teachereducation/education/index.html>

Degree description: BA + Pedagogical Studies (PS) + MA. **ECTS:** BA: Major in French Philology and minor in another language or subject: 180 ECTS + Teachers' pedagogical studies in basic and general upper secondary education: 60 ECTS + MA: 60 ECTS = 300 ECTS

Duration of studies: BA: Major in French Philology and minor in another language or subject: 3 years + Teachers' pedagogical studies in basic and general upper secondary education: 1 year + Master in French Philology: 1 year = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French (major) and minor in another language or subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Finland: (a) BA: Major in French Philology and minor in another language or subject; (b) Teachers' pedagogical studies in basic and general upper secondary education; and (c) Master in French Philology

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Both primary and secondary

Status of teachers working in publicly funded schools: Teachers have civil servant status

(8) France: University of Strasbourg

University: University of Strasbourg (UFR des lettres), Bachelor in language sciences + Master in Teaching second and foreign languages

Study guide (Licence and Master): <http://www.unistra.fr/index.php?id=8972>

Degree description: Licence 180 ECTS + Master 120 ECTS = 300 ECTS

Duration of studies: Bachelor: 3 years + Master: 2 years = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Possibility to choose: Specialist in French only or French with another subject. The university offers a variety of options and students have the chance to choose if they want to become specialists in one or two languages. After the above-mentioned “licence” there is a variety of options concerning masters, the one chosen to be evaluated is considered to be most appropriate for teaching

Other prerequisites in order to work as a language teacher in secondary education: Future language teachers have to present themselves at the “aggregation” exams (holders of a master) or “CAPES” exams (holders of a licence)

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Secondary. To work in primary schools, success in another type of national contest is needed: The CRPE exams. Primary school teachers are nowadays encouraged to teach foreign languages as well. But sometimes there are still specialized teachers who teach foreign languages in primary education

Status of teachers working in publicly funded schools: The majority of teachers working in state schools are civil servants

(9) FYROM: St. Cyril and Methodius University

University: St. Cyril and Methodius University, Faculty of Philology “Blaze Koneski”, French language and literature

Website: <http://www.flf.ukim.edu.mk/%D0%BE%D1%81%D0%BD%D0%BE%D0%B2%D0%BD%D0%B0/tabid/291/language/en-US/Default.aspx>

Degree description: Bachelor in one subject. ECTS: 240

Duration of studies: Bachelor: 4 years. The BA degree has three orientations: (a) Teacher of French; (b) Translator; and (c) Interpreter. Those wishing to work as teachers have to choose the corresponding orientation

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in FYROM: (1) 4-year BA degree in French language and literature; and (2) 1-year teaching-working under supervision 3. Exams in a national committee

Institutions training future language teachers: (1) Universities; and (2) Universities colleges (for those wishing to work only in primary)

Possibility to work (Both in secondary and primary/only in secondary): Both primary and secondary

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

(10) Germany: University of Hamburg

University: University of Hamburg, Faculty of Arts, Bachelor in French (major) + Master of Education Teacher Training courses/Master programme for secondary school teaching (LAGym)

Bachelor study guide: http://www.slm.uni-hamburg.de/LA/MHB_LA_FRL_3_opt.pdf

Master study guide: http://www.epb.uni-hamburg.de/files/Vorlaeufige%20Pruefungsordnung%20Master%20of%20Education%20der%20Lehramtsstudiengaenge_0.pdf

Degree description: ECTS: BA: 180 ECTS + MA: 120 ECTS = 300 ECTS. The bachelor programme comprises three phases: Initial phase, construction phase, deepening phase. The modules include usually several courses and conclude with a test module. An internship is also required. At the end of the BA, students must submit a thesis and present it in front of a committee. In order to enter into the BA programme, a B2 level in French is required. In order to enter into the MA programme, a C1 level in French is required, B1 in another language and knowledge of Latin

Duration of studies: Bachelor: 3 years + Master: 2 years = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another language or subject and a minor (2 majors + 1 minor). Students always have to study at least two subjects which they both will teach later on at school, and they have to take classes in pedagogy as well. After successfully completing the two year traineeship (written exams, papers, evaluations, final exam) they become qualified teachers and can apply for a position (they cannot choose the school but they are being sent to a school where they are needed)

Minimum requirements in order to be a French language Teacher in Secondary Education in Germany: (a) Bachelor in French studies (major) and a second major in another subject; (b) Master of Education Teacher Training courses/Master programme for secondary school teaching (LAGym); (c) exams “Staatsexamen”; (d) 2 years work experience in schools; and (e) State exams. Only if they succeed in the final state exam do they have the chance to work as language teachers in state schools

Other prerequisites in order to work as a language teacher in secondary education: (a) exams “Staatsexamen”; (b) 2 years work experience in schools; and (c) State exams

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Secondary. The MA chosen here is only for secondary. They can work either in primary or secondary schools. At the beginning of their studies, students have to decide if they want to become a primary or a secondary teacher and choose the appropriate programme

Status of teachers working in publicly funded schools: Teachers are generally employed by the land and have civil servant status as a rule

(11) Greece: Aristotle University of Thessaloniki

University: Aristotle University of Thessaloniki, Faculty of Philosophy, School of French language and literature

Bachelor study guide: http://www.frl.auth.gr/frl/index.php?option=com_wrapper&view=wrapper&Itemid=248&lang=fr

Degree description: Bachelor's degree: 240 ECTS

Duration of studies: Bachelor: 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in Greece: (a) BA in French language and literature; and (b) ASEP (national) exams organized by the Hellenic Government

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Both secondary and primary education

Status of teachers working in publicly funded schools: Teachers have civil servant status as a rule

(12) Hungary: Pázmány Péter Catholic University

University: Pázmány Péter Catholic University Faculty of Letters, Institute of Romance, Department of French, BA in French studies + MA in FLE

Bachelor study guide: http://francia.btk.ppke.hu/letoltes/tantervek/descriptif_BA_fr.pdf

Master study guide: http://francia.btk.ppke.hu/letoltes/tantervek/cursus_MA_fle_fr.pdf

Degree description: Bachelor's degree = 3 years + Master's degree = 2.5 years. ECTS: 180 + 150 = 330 ECTS

Duration of studies: Bachelor: 3 years + Master: 2.5 years = 5.5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: In French and in another subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Hungary: (a) BA in French studies; and (b) MA in French teaching (teaching practice integrated)

Institutions training future language teachers: (1) Universities; and (2) Universities colleges

Possibility to work (both in secondary and primary/only in secondary): In secondary and primary education

Status of teachers working in publicly funded schools: Teachers have civil servant status as a rule

(13) Iceland: University of Iceland

University: University of Iceland, School of humanities, Faculty of Language Literature and Linguistics, BA in French Studies + MA in French Teaching

Bachelor study guide: https://ugla.hi.is/kennsluskra/index.php?tab=nam&chapter=namsleid&id=052025_20096&kennsluar=2009%E2%8C%A9=en#Mmarkmid

Master study guide: https://ugla.hi.is/kennsluskra/index.php?tab=nam&chapter=namsleid&id=052021_20106&kennsluar=2010

Degree description: Bachelor's degree = 3 years + Master's degree = 2 years ECTS: 180 + 120 = 300 ECTS

Duration of studies: Bachelor: 3 years + Master: 2 years = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: In French only or in another subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Iceland: (a) BA in French studies; and (b) MA in French Teaching

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Both in secondary and primary education

Status of teachers working in publicly funded schools: All teachers are public employees

(14) Lithuania: Pedagogical University of Vilnius

University: Pedagogical University of Vilnius, Faculty of Philology, Department of French Philology

Bachelor study guide: <http://www.vpu.lt/en/Page.aspx?pageID=2978>

Degree description: Bachelor: ECTS: 240. Another possibility for adults who already have a university degree is to take a retraining course. In such a case, it takes 2 or 2.5 years to get a second university degree in foreign language philology or foreign language teaching

Duration of studies: Bachelor: 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: In French

Minimum requirements in order to be a French language Teacher in Secondary Education in Lithuania: Bachelor

Institutions training future language teachers: (1) Universities; and (2) Pedagogical Universities

Possibility to work (both in secondary and primary/only in secondary): Both in secondary and primary education

Status of teachers working in publicly funded schools: Teachers are not civil servants

(15) Luxembourg: University of Luxembourg

University: University of Luxembourg, Faculty of language and literature, humanities, Arts and education, Bachelor in European cultures: French studies + Master (in a francophone country) + Selective entrance examination + 2 years of pedagogical studies (PS) in secondary teachers training in the University of Luxembourg + National exams

Bachelor study guide: http://www.fr.uni.lu/formations/flshase/bachelor_en_cultures_europeennes_francais_academique

Pedagogical studies study guide: http://www.en.uni.lu/formations/flshase/formation_pedagogique_des_enseignants_du_secondaire

Degree description: BA in French studies + Master (in a francophone country) + 2 years of pedagogical studies in secondary teachers training in the University of Luxembourg ECTS: BA: 180 ECTS + MA: (60 or 120) ECTS = 240 or 300 ECTS

Duration of studies: Bachelor: 3 years + Master: 1 or 2 years + Pedagogical Studies: 2 years + 18 months as “candidates professeurs” = 7 or 8 years and 6 months

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in Luxembourg: (a) Bachelor in European cultures; (b) Master (BA or/and MA must be attended in a francophone country); (c) Selective entrance examination; (d) 2 years of pedagogical studies in secondary teachers training in the University of Luxembourg; (e) 18 months as “candidates professeurs” to write and defend a thesis (travail de candidature); and (f) National exams organized by the government. If they pass the exams they are appointed as “professeur de l’enseignement secondaire”

Other prerequisites in order to work as a language teacher in secondary education: For language teachers it is actually a condition to obtain their MA or BA in a French speaking country

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Secondary

Status of teachers working in publicly funded schools: The vast majority of teachers have the status of civil servants or public-sector staff

(16) Malta: University of Malta

University: University of Malta, Faculty of Education, Bachelor of Education (Honours) with French and English

Bachelor study guide: <http://www.um.edu.mt/educ/programme/JA-EDU-EDU-MH-2010-1-0>

English joint area study guide (E): <http://www.um.edu.mt/educ/programme/JA-EDU-ENG-SB-2010-1-0>

French joint area study guide (F): <http://www.um.edu.mt/educ/programme/JA-EDU-FRE-SB-2010-1-0>

Degree description: Bachelor of Education in English and French. ECTS: 240. There are two different paths of becoming a language teacher: Initial teacher education (for both generalist and specialist teachers) generally that involves a four-year Bachelor of Education Honours degree course corresponding to 240 ECTS, or a bachelor’s degree in one or more subject areas, corresponding to 180 ECTS, followed by a one-year Postgraduate Certificate in Education (PGCE) that corresponds to 60 ECTS. Both routes are offered by the University of Malta

Duration of studies: Bachelor of Education in French and English: 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and English

Minimum requirements in order to be a French language Teacher in Secondary Education in Malta: 1. (a) Bachelor's degree in one or more subject; and (b) Postgraduate Certificate in Education 2. A Bachelor of Education Honours degree course

Other prerequisites in order to work as a language teacher in secondary education: (a) newly appointed teachers have to follow a two-year mentoring period (b) an induction course at the beginning of their professional career

Institutions training future language teachers: (1) Universities

Possibility to work (Both in secondary and primary/only in secondary): Secondary. General teachers teach foreign languages in primary

Status of teachers working in publicly funded schools: The vast majority of teachers have the status of civil servants or public-sector staff

(17) Montenegro: University of Montenegro

University: University of Montenegro, faculty of Philosophy, Department of French BA in French Language and literature + MA in French language and literature

Bachelor study guide: <http://www.ff.ac.me/10Francuski/01os.htm>

Master study guide website: <http://www.ff.ac.me/10Francuski/03ms.htm>

Degree Description: Bachelor in one or more subject areas + Master. ECTS: Bachelor: 180 + Master: 60 = 240

Duration of studies: Bachelor: 3 years + Master: 1 year = 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in Montenegro: (a) BA in French; (b) MA; and (c) 9 months stage in a school

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Both primary and secondary

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

(18) The Netherlands: University of Amsterdam

University: University of Amsterdam, Faculty of humanities, Bachelor of Arts in French language and culture + Master in Linguistics or in French language and culture + Institute for Teaching and Learning (ILO) Interfaculty training Post-Master for teacher training in secondary schools (PMT)/Master of Education

BA study guide website: http://studiegids.uva.nl/web/uva/sgs/nl/p/460_sce_1890.html

Master in French language and culture: <http://studiegids.uva.nl/web/sgs/nl/p/509.html>

Post-Master Teacher: http://studiegids.uva.nl/web/uva/sgs/nl/p/1025_119525.html

Degree description: Bachelor in French language and culture (180 ECTS) + Master (60 ECTS) + Master of Education (60 ECTS) = 300 ECTS. The Netherlands have a binary system of higher education: university education (*wetenschappelijk onderwijs* = WO), offered by universities and higher professional education (*hoger beroepsonderwijs* = HBO), offered by HBO institutions. HBO teacher education courses (240 ECTS for a bachelor's degree and 90 ECTS for a master's degree) for secondary school teachers give access to the titles Bachelor of Education and Master of Education. University graduates have to undertake a three-year bachelor's degree (180 ECTS), a master's degree (60 ECTS) or/ and a PhD degree, followed by a Post-Master for Teacher Training in secondary schools (PMT). Grade two teachers are qualified to teach the first three years of senior general secondary education (*Hoger algemeen voortgezet onderwijs*—HAVO) and pre-university education (*Vorbereidend wetenschappelijk onderwijs*—VWO, consisting of gymnasium and atheneum) and all years of pre-vocational secondary education (*Vorbereidend middelbaar beroepsonderwijs*—VMBO), secondary vocational education and adult education. Grade one teachers are qualified to teach at all levels of secondary education, including the last two or three years of HAVO and VWO, respectively

Duration of studies: BA 3 years + MA 1 year + Post-Master in education 1 year = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French

Minimum requirements in order to be a French language Teacher in Secondary Education in the Netherlands: (1) University education: (a) BA in French language and culture; (b) MA in French language and culture; and (c) Post-Master for teacher training in secondary schools/Master of Education = grade one qualification; (2) Higher professional education: (a) 4 year Bachelor of Education (240 ECTS) = grade two qualification (3) Higher professional education: (a) 4 year Bachelor of Education (240 ECTS) + Master of Education (90 ECTS) = grade one qualification

Institutions training future language teachers: (1) Universities; (2) HBO institutions: higher professional education (*hoger beroepsonderwijs* = HBO)

Possibility to work (both in secondary and primary/only in secondary): Both primary and secondary education

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

(19) Norway: University of Bergen

University: University of Bergen, Faculty of Arts and institute of Foreign languages, BA in French language + Post-graduate certificate in Education-PGCE

BA study guide website: <http://www.uib.no/studyprogramme/BAHF-FRAN>

PGCE study guide: <http://www.uib.no/studyprogramme/PRAPED>

Degree description: BA in French language + PGCE ECTS: BA: 180 ECTS + PGCE: 60 ECTS = 240 ECTS

Duration of studies: Bachelor: 3 years + PGCE: 1 year = 4 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another language or subject. They can teach French, but they have also a deep understanding of another subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Norway: Two different paths of teacher training are offered: I. (1) 3-year BA with 1 year in French, 1 year in a second subject plus 1/2 year either in French or the other subject; (2) PGCE which encompasses didactics of French (15 credits) and didactics of the other subject and 120 h teaching practice. II. (or alternatively) (1) 5 year integrated study programme which is recognized as a MA degree and includes the same components that is: 1 year in French, 1 year in a second subject plus 1/2 year either in French or the other subject (2) PGCE which encompasses didactics of French (15 credits) and didactics of the other subject and 120 h teaching practice)

Institutions training future language teachers: (1) Universities; (2) Universities colleges

Possibility to work (both in secondary and primary/only in secondary): Only secondary

Status of teachers working in publicly funded schools: Teachers in state schools do not have civil servant status

(20) Poland: University of Adam Mickiewicz

University: University of Adam Mickiewicz in Poznan, Institute of Romance Philology

University website: http://neo.amu.edu.pl/ifrom/index.php?option=com_content&task=view&id=1&Itemid=70

Degree description: Bachelor + Master. ECTS: BA: 180 + MA: 120 = 300 ECTS

Duration of studies: Bachelor = 3 years + Master = 2 years = 5 years

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another language or subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Poland: (1) BA in French and another language or subject; (2) MA in French; (3) 1 year teaching practice

Other prerequisites in order to work as a language teacher in secondary education: (1) 1-year teaching practice; (2) 2 years and 9 months work experience as a contract teacher; (3) Competence in teaching two subjects; (4) Computer literacy; (5) Good command of a foreign language

Institutions training future language teachers: (1) Universities; (2) Teacher colleges (teacher colleges are frequently integrated into universities)

Possibility to work (Both in secondary and primary/only in secondary): Both primary and secondary education

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status. Trainee and contract teachers have the status of contractual employees; appointed and chartered teachers enjoy the status of career civil servants. Teachers apply to school to become contractual employees at first. After 3 years they become civil servants

(21) Romania: Transylvania University of Brasov

University: Transylvania University of Brasov, Faculty of Letters, French Philology + Department of teacher training: Pedagogical Module

University website: <http://www2.unitbv.ro/Default.aspx?alias=www2.unitbv.ro/litere/en>

Website of the pedagogical module: <http://www2.unitbv.ro/pse/en/Departaments/TheDepartmentofTeachingStaff-Training/tabid/5247/language/en-US/Default.aspx>

Degree description: 3 years: Licenta (Bachelor's degree) + Pedagogical Module + Master Pedagogical Module: Module I is covered during the Bachelor's degree. It provides partial certification for teaching profession and gives the right to exercise temporary teaching profession to achieve tenure. Module II comes after obtaining bachelor's degree. The new Law of Education (starting with February 2011) stipulates that graduates need to have a didactic master diploma in order to teach in secondary schools

Duration of studies: 3 years (most of the times the pedagogical module is attended at the same time with the bachelor) + 2 year MA (for teaching in upper secondary) ECTS: BA: 180 ECTS + PM: 30 + 30 ECTS = 240 ECTS + MA:120 ECTS = 360 ECTS

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another language or subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Romania: (1) BA in French and another language; (2) Pedagogical Module; (3) Master; (4) 2-year teaching practice; (5) Exam at school level (According to the new Law of Education (enforced starting with February 2011), there is no longer going to be a national contest, but an exam at school level. The methodologies of application of the new law have not been published yet)

Other prerequisites in order to work as a language teacher in secondary education: -

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Both primary and secondary education

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

(22) The Slovak Republic: Constantine the Philosopher University

University: Constantine the Philosopher University, Faculty of Arts, Department of French studies: Bachelor joint honours teacher programme (3 years) + Masters joint honours teacher programme (2 years)

Bachelor and Master study guide: http://www.krom.ff.ukf.sk/index.php?option=com_content&view=article&id=60&Itemid=72

Degree description: Bachelor joint honours teacher programme (3 years) + Masters joint honours teacher programme (2 years)

Duration of studies: Bachelor = 3 years + Masters = 2 years = 5 years ECTS: 180 + 120 = 300

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another language or subject

Minimum requirements in order to be a French language Teacher in Secondary Education in the Slovak Republic: (1) BA joint honours; (2) Masters diploma qualifying the person: teacher of French language and literature and (other subject); (3) State exams

Other prerequisites in order to work as a language teacher in secondary education:

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): In secondary only

Status of teachers working in publicly funded schools: Teachers are not civil servants

(23) Slovenia: University of Ljubljana

University: University of Ljubljana, Faculty of Arts, Department of romance languages and literature: Bachelor in French language and literature + MA Teacher

Study guide (Bachelor and Master): http://www.ff.uni-lj.si/oddelki/romanistika/1_BolonjskiProgrami_1.htm

Degree description: Bachelor and Master

Duration of studies: Bachelor: 3 years + Master: 2 = 5 years ECTS: 180 + 120 = 300

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French, teacher of French and another language or Specialist only in French.

Minimum requirements in order to be a French language Teacher in Secondary Education in Slovenia: (a) BA in French language and literature; (b) MA; (c) Traineeship (1-year working-teaching in schools); (d) state exams-Teacher Certificate

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Both primary and secondary education

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

(24) Sweden: University of Gothenburg

University: University of Gothenburg, Department of Education and Special education (associated department) + Department of Languages and literature (responsible department)

French specialization website: <http://www.ufl.gu.se/utbildning/lararprogrammet/inriktningar/lfr/>

AUO Full Teacher training programme: <http://www.lun.gu.se/utbildning/lararprogrammet/auo>

Degree description: General Education Area (AUO) + Teacher Training Programme (TTP) for school years 5-9 and upper secondary school at least 270 ECTS. The Degree corresponds to a master's degree. Every person who wishes to become a teacher has to attend the General Education Area (AUO) of 90 credits in important areas of knowledge that are common to all teachers. The general education (AUO) is mandatory for all prospective teachers and covering 90 credits, of which approximately 24 is work-based. AUO provides for teaching core knowledge areas. Students get engaged in interdisciplinary subject studies which *inter alia* deals with different ways of organizing and acquiring knowledge and at the same time contributing to their own subject knowledge. After the AUO, students choose the orientation corresponding to the area they want to work with. Finally, there is the specialization, which means that students will deepen, broaden or otherwise complement the skills already acquired. They can select more than one specialization in training and they can search the university's overall course selection or specializations specifically developed for teacher training. They can select more than one direction during training. The training takes place both within the university and partly related to secondary education or other activities of value to the future teaching profession so-called work-based training (Teaching Practice)

Duration of studies: ECTS: AUO = 90 ECTS + 90 ECTS French Specialization + 90 ECTS another language or subject

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and a second subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Sweden: (1) General Education Area (AUO); (2) French specialization courses (90 ECTS); (3) A second specialization

Other prerequisites in order to work as a language teacher in secondary education: During the first year that somebody works as a teacher, he/she is supervised by a mentor

Institutions training future language teachers: (1) Universities; (2) Universities colleges

Possibility to work (Both in secondary and primary/only in secondary): Secondary

Status of teachers working in publicly funded schools: Teachers can be municipal employees or employed by a school organizer at a grand-aided independent school. Decisions on employment are taken at school level

(25) Switzerland: University of Geneva

University: University of Geneva, Bachelor of Arts (two disciplines: first discipline French language and culture and a second discipline), Master of Arts (French language and culture), Master of Advanced Studies

Bachelor of Arts, base discipline FLE (Français Langue Étrangère), Website: <http://www.unige.ch/lettres/etudes/formations/plans/fle.html>

MA of arts in FLE: <http://www.unige.ch/lettres/etudes/formations/plans/fle.html>

Master of Arts in Secondary education/MASE: <http://www.unige.ch/iufe/index.html> Note: In order for the bachelor to be accomplished, the future French language teacher has to choose a second discipline from University of Geneva or other Swiss University. The list of disciplines offered can be found in the link: <http://www.unige.ch/lettres/etudes/formations/baccalaureat.html>

Degree description: University of Geneva: bachelor:180 ECTS(2 disciplines: Discipline A(82 ECTS) + Discipline B(82 ECTS) + 1 option module (12 ECTS) + Master of Arts (5 modules: MA1 + MA2 + MA3 + 1 option Module + 2nd option Module = 60 ECTS + module memoire = 30 ECTS French language and Literature, 90 ECTS + Master of advanced studies 94 ECTS (University of Geneva, Teachers Training for secondary education)

Duration of studies: BA = 3 years + MA = 1.5 year + MASE = 1 year = 5.5 years ECTS: BA:180 + MA: 90 + MASE: 94 = 364 ECTS

Specialist (or semi-specialist) in one, two or three language(s)/subjects: Specialist in French and another subject

Minimum requirements in order to be a French language Teacher in Secondary Education in Switzerland: (1) Bachelor's degree; (2) Master's degree; (3) Master of Arts in Secondary education/MASE (or Teaching Diploma for Academic upper Secondary School or other type of diploma: Combination of secondary degree I and degree II)

Institutions training future language teachers: (1) Universities

Possibility to work (both in secondary and primary/only in secondary): Secondary education

Status of teachers working in publicly funded schools: Teachers in state schools have civil servant status

4. Evaluation of academic curricula for initial teacher training of teachers of French

In this section, there is an attempt to assess the academic curriculum for initial teacher training of teachers of French based on the 40 items set by the *European Profile for Language Teacher Education—A Frame of Reference*. Each criterion takes the values “0” or “2, 5”. The survey questionnaire takes the form of an evaluation table⁷ whose maximum possible score is 100 (40 items x 2, 5). In order to ensure the objectivity of the evaluation table, the rating “2.5” is justified by the existence of at least one course, present in the curriculum at any of the required academic qualifications for teaching languages in secondary education. Only the item “period of work or study in another country” (item 7: Structure of the curriculum) takes the additional value “1.25” to differentiate curricula that incorporate a period of stay abroad as a compulsory part of the curriculum and take the value “2.5”, from curricula where the period of study abroad is not mandatory and take the value “1.25”. The value of “2.5” is represented by “√”, “1.25” by “*” and when the value is “0” the cell remains empty. The items are presented in the four sections distinguished by the *EPLTE* and there is also an evaluation table presenting the overall assessment of the 25 academic curricula.

4.1. Comparative review of the items: structure

Table 1 performs a comparative analysis of the items relating to the structure of the academic curriculum for initial language teacher education. The following are observed:

- The item 6: “Participation in links with partners abroad, including visits, exchanges or ICT links” was not awarded to any academic programme, as according to the *EPLTE* this item refers to “the creation of a website for language teachers in Europe to centralize Europe-related pedagogical information. The aim should be to encourage teachers to be active contributors, not only consumers. The website would contain information useful for both teachers and teacher educators” (Kelly et al., 2004, p. 32). The increased availability of educational resources via the worldwide web, including Open Educational Resources, means that both teaching staff and learners have, potentially, a much wider range of learning materials at their disposal and teachers will increasingly need the competences to find, evaluate and deploy learning materials from a wider range of sources, and to help learners acquire these competences (European Commission, 2012). Therefore, the integration of item 6 by creating a website that will encourage communication with partners abroad, exchange of best practices and dissemination of pedagogical information for all stakeholders involved in teacher education seems very feasible.
- Only 12 academic curricula incorporate training for school-based mentors in how to mentor (item 12). But even in these academic curricula, there seem to be significant disparities in the role given to school-based mentors, in their training and in the ways that the concept of mentorship is established in each country. In Luxembourg, for instance, those wishing to become school-based mentors have to attend a full or a part of a master’s degree⁸ at the University of Luxembourg, while in other countries school-based mentors receive a few hours training.
- The academic curricula of Bulgaria, Cyprus, Greece and Montenegro do not provide close links between trainees who are being educated to teach different languages (item 13). Academic curricula for initial language teacher education could provide close links between trainees of different languages by integrating a number of courses, seminars or/and workshops that would be of a common interest to all future language teachers. These courses could focus on the European Dimension, on the concepts of plurilinguism and multilinguism, pluriculturalism, interculturalism, European tools for learning and teaching languages such as the *Common European Framework of Languages* (Council of Europe, 2001), the *European Portfolio for Student Teachers of Languages* (Newby, 2007), the *FREPA—A Framework of Reference for Plural Approaches to Languages and Culture—a tool for dealing with diversity at school* (Council of Europe, 2010), etc.
- Moreover, it should be noted that the only countries that integrate into their teacher education programme a mandatory period of stay abroad for study are England, Finland and Luxembourg.

Table 1. Key elements: structure

Country	1. A curriculum that integrates academic study and the practical experience of teaching	2. Flexible and modular delivery of initial and in-service training	3. An explicit framework for teaching practice (stage/practicum)	4. Working with a mentor and understanding the value of mentoring	5. Experience of an intercultural and multicultural environment	6. Participation in links with partners abroad, including visits, exchanges and ICT links	7. A period of work or studies in a country where the trainee's foreign language is spoken as native	8. The opportunity to observe or participate in teaching in more than one country	9. ECTS	10. Continuous improvement of teaching skills as part of in-service education	11. Ongoing education for teachers educators	12. Training for school based mentors in how to mentor	13. Close links between trainees who are being educated to teach different languages
Bosnia Herze-govina	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
Bulgaria	✓		✓	✓	✓		*	✓	✓	✓	✓		
Croatia	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
Cyprus	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
The Czech Republic	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
England	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Finland	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
France	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Fyrom	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
Germany	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Greece	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
Hungary	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Iceland	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Lithuania	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Luxembourg	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Malta	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Montenegro	✓		✓	✓	✓			✓	✓	✓	✓	✓	
The Netherlands	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Norway	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Poland	✓		✓	✓	✓		*	✓	✓	✓	✓	✓	
Roymania	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
The Slovak Republic	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Slovenia	✓	✓		✓	✓		*	✓	✓	✓	✓	✓	
Sweden	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	
Switzerland	✓	✓	✓	✓	✓		*	✓	✓	✓	✓	✓	

Table 2. Key elements: knowledge and understanding

Country	14. Training in language teaching methodologies and, in-state-of-the-art classroom techniques	15. Training in the development of a critical and enquiring approach to teaching and learning	16. Initial teacher education that includes a course in language proficiency and assesses trainee's language competence	17. Training in ICT for pedagogical use in the classroom	18. Training in ICT for personal planning, organization and resource discovery	19. Training in the application of various assessments and ways of recording learner's progress	20. Training in the critical evaluation of nationally or regionally adopted curricula for personal use and resource discovery	21. Training in the theory and practice of internal and external evaluation
Bosnia Herzegovina	✓	✓	✓	✓	✓	✓	✓	✓
Bulgaria	✓	✓	✓	✓	✓	✓	✓	✓
Croatia	✓	✓	✓	✓	✓	✓	✓	✓
Cyprus	✓	✓	✓	✓	✓	✓	✓	✓
The Czech Republic	✓	✓	✓	✓	✓	✓	✓	✓
England	✓	✓	✓	✓	✓	✓	✓	✓
Finland	✓	✓	✓	✓	✓	✓	✓	✓
France	✓	✓	✓	✓	✓	✓	✓	✓
Fyrom	✓	✓	✓	✓	✓	✓	✓	✓
Germany	✓	✓	✓	✓	✓	✓	✓	✓
Greece	✓	✓	✓	✓	✓	✓	✓	✓
Hungary	✓	✓	✓	✓	✓	✓	✓	✓
Iceland	✓	✓	✓	✓	✓	✓	✓	✓
Lithuania	✓	✓	✓	✓	✓	✓	✓	✓
Luxembourg	✓	✓	✓	✓	✓	✓	✓	✓
Malta	✓	✓	✓	✓	✓	✓	✓	✓
Montenegro	✓	✓	✓	✓	✓	✓	✓	✓
The Netherlands	✓	✓	✓	✓	✓	✓	✓	✓
Norway	✓	✓	✓	✓	✓	✓	✓	✓
Poland	✓	✓	✓	✓	✓	✓	✓	✓
Romania	✓	✓	✓	✓	✓	✓	✓	✓
The Slovak republic	✓	✓	✓	✓	✓	✓	✓	✓
Slovenia	✓	✓	✓	✓	✓	✓	✓	✓
Sweden	✓	✓	✓	✓	✓	✓	✓	✓
Switzerland	✓	✓	✓	✓	✓	✓	✓	✓

4.2. Comparative review of the items: knowledge and understanding

Table 2 depicts a comparative analysis of the seven items included in the “Knowledge and Understanding” section of the *EPLTE*. The following can be observed:

- The items that do not appear to be incorporated by all academic curricula are item 17: “Training in Information and Communication Technology for pedagogical use in the classroom”, and item 18: “Training in Information and Communication Technology for personal planning, organization and resource discovery”. Both of them refer to the use of ICT, though there not seem to be any national constraints preventing the integration of ICT in the academic curricula, it could be deduced that there is still a minority of initial teacher education programmes that do focus as much as needed in developing teachers’ competences in ICT for pedagogical use in the classroom due to contextual reasons (probably lack of infrastructure) or other unknown reasons.
- Similarly, two academic curricula do not implement the items 20: “Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes” and 21: “Training in the theory and practice of internal and external programme evaluation”. Both items refer to evaluation, making it possible to assume that there might be no national or contextual constraints that prevent their integration into the curriculum.

4.3. Comparative review of the items: strategies and skills

Table 3 examines the items of the *EPLTE*, which concern the existence of courses that enhance strategies and skills. It is found that the majority of the items are incorporated into the academic curricula, with only exceptions the items 30: “Training in developing relationships with educational institutions in appropriate countries”, 33: “Training in Content and Language Integrated Learning (CLIL)” and 34: “Training in the use of the European Language Portfolio (ELP) for self-evaluation”. The item 33 is covered only by eight academic curricula; CLIL is a competence-based teaching approach that implements methodologies and strategies for teaching another subject through the medium of a foreign language and encourages cooperation with colleagues from different disciplines. Though CLIL is gaining ground in European education systems, it is not yet implemented in the majority of the initial language teacher education programmes. The item 34 is not covered by eight academic curricula. In addition to ELP, student teachers of languages should also be trained to the use of the *European Portfolio for Student Teachers of Languages* (European Centre for Modern Languages, 2007) and to the *FREPA—A Framework of Reference for Plural Approaches to Languages and Culture—a tool for dealing with diversity at school* (Council of Europe, 2010).

4.4. Comparative review of the items: values

Table 4 concerns the values, which should strengthen the academic curricula, as recommended by the *EPLTE*. The following can be observed:

- It is found that only the academic curricula of Cyprus, France, Poland and Switzerland cover item 38: “Training in teaching European citizenship”. Poland, for instance, integrates the following two courses in the bachelor’s degree of the academic curriculum of student teachers of French “Knowledge of Europe” and “Teaching and learning in the European Society”. “European citizenship corresponds to a set of shared values and beliefs in democracy, the rule of law, the free press and a shared cultural heritage. EU citizenship more specifically confers a set of legal and civic rights and duties on citizens, allowing them to work and travel freely between EU member states. European citizenship can be incorporated into teaching content through promotion of these shared values, choice of teaching materials and intercultural and multicultural networks and exchanges” (Kelly et al., 2004, p. 86). It is thus important for the concept of European citizenship to be incorporated into initial language teacher education.
- The item 39: “Training in team-working, collaboration and networking, inside and outside the immediate school context” is not covered by five academic curricula. Indicative title of courses that cover the item are “Language Policies in Europe—Common European Frame of Reference and other European Tools” (France), “Building networks with other professionals” (Ireland),

Table 3. Key elements: strategies and skills

Country	22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners	23. Training in the critical evaluation, development and practical application of teaching materials and resources	24. Training in methods of learning to learn	25. Training in the development of reflective practice and self-evaluation	26. Training in the development of independent language learning strategies	27. Training in ways of maintaining and enhancing ongoing language competence	28. Training in the practical application of curricula and syllabuses	29. Training in peer observation and peer review	30. Training in developing relationships with educational institutions in appropriate countries	31. Training in action research	32. Training in incorporating research into teaching	33. Training in Content and Language Integrated Learning (CLIL)	34. Training in the use of the European Language Portfolio for self evaluation
Bosnia Herzegovina		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bulgaria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Croatia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cyprus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Czech Republic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
England	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Finland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
France	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fyrom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Germany	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greece	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hungary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Iceland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lithuania	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Luxembourg	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Malta	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Montenegro	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Netherlands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Norway	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Romania	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Slovak Republic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Slovenia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sweden	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Switzerland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 4. Key elements: values

Country	35. Training in social and cultural values	36. Training in the diversity of languages and cultures	37. Training in the importance of teaching and learning about foreign language and cultures	38. Training in teaching European citizenship	39. Training in team-working, collaboration and net working, inside and outside the immediate school context	40. Training in the importance of lifelong learning
Bosnia Herze-govina	√	√	√			√
Bulgaria	√	√	√			√
Croatia	√	√	√			√
Cyprus	√	√	√	√	√	√
The Czech Republic	√	√	√		√	√
England	√	√	√		√	√
Finland	√	√	√		√	√
France	√	√	√	√	√	√
Fyrom	√	√	√		√	√
Germany	√	√	√		√	√
Greece	√	√	√			√
Hungary	√	√	√		√	√
Iceland	√	√	√		√	√
Lithuania	√	√	√			√
Luxembourg	√	√	√		√	√
Malta	√	√	√		√	√
Montenegro	√	√	√		√	√
The Netherlands	√	√	√		√	√
Norway	√	√	√		√	√
Poland	√	√	√	√	√	√
Romania	√	√	√		√	√
The Slovak Republic	√	√	√		√	√
Slovenia	√	√	√		√	√
Sweden	√	√	√		√	√
Switzerland	√	√	√	√	√	√

“Pedagogic relations, communication and socialization” (Luxembourg). “Education for Global citizenship and sustainable development” (Wales), “Use of IT in professional Communication” (Slovak Republic), “Teaching and learning in the European Society” (Poland).

4.5. Overall evaluation of academic curricula

Table 5 presents the evaluation of academic curricula for the initial training of teachers of French. The cell “degree(s) description” mentions briefly all required academic qualifications for teaching in secondary schools in each country.

5. Survey results

The present study does not verify or reject the first research question that the academic curricula, which focus on specialization of two languages, equip trainee teachers with more skills. As shown in Table 6, the highest score is received by the academic curriculum of the University of Luxembourg, which includes expertise in only one language. The academic curriculum of Switzerland, which

Table 5. Overall evaluation of academic curricula for trainee teachers of French

Country	University	Degree(s) description	Score
Bosnia Herzegovina	University of Sarajevo	Langues romanes (BA) + MA	81.25
Bulgaria	Sofia University "St. Kliment Ohridski"	French Philology(BA)	71.25
Croatia	University of Zadar	French Language and Literature (BA) + MA	77.5
Cyprus	University of Cyprus	French studies (BA)	83.75
The Czech Republic	Masaryk University	French language and literature (BA) + MA	81.25
England	University of Manchester	French studies (BA) + PGCE	90
Finland	University of Helsinki	French philology (BA) + MA	92.5
France	University of Strasbourg	French philology(BA) + MA	91.25
Fyrom	St. Cyril and Methodious University	French language and literature (BA)	83.75
Germany	University of Hamburg	French studies(BA) + MA	86.25
Greece	Aristotle University of Thessaloniki	French language and philology (BA)	76.25
Hungary	Pázmány Péter Catholic University	French studies (BA) + MA	91.25
Iceland	University of Iceland	French Studies(BA) + PGCE	86.25
Lithuania	Pedagogical University of Vilnius	French Philology (BA)	78.75
Luxemburg	University of Luxemburg	French studies(BA) + MA + Pedagogical Studies	95
Malta	University of Malta	Education (Honours) with English and French (BA)	88.75
Montenegro	University of Montenegro	French Language and literature(BA) + MA	70
The Netherlands	University of Amsterdam	French language and culture (BA) + MA + Post MA	91.25
Norway	University of Bergen	French language (BA) + PGCE	91.25
Poland	University of Adam Mickiewicz	Romance Philology (BA) + MA	81.25
Romania	Transylvania University of Brasov	French Philology (BA) + Pedagogical Studies + MA	88.75
The Slovak Republic	Constantine the Philosopher University	French studies (BA) + MA	86.25
Slovenia	University of Ljubljana	French language and literature (BA) + MA	86.25
Sweden	University of Gothenburg	Languages and literature (Teacher Degree)	91.25
Switzerland	University of Geneva	French language and culture(BA) + MA + PostMaster	93.75

provides trainee teachers with specialization in two disciplines, is second. Then, the academic curricula of Hungary, Norway and Finland, providing training in two disciplines, and Iceland with the Netherlands, which provide expertise in only one discipline, seem to follow. Consequently, the conclusion drawn is that the specialization in two disciplines, does not exclude the optimal development of skills, which tomorrow's teachers should develop. England and Malta are not included in the table, as they provide trainee teachers the opportunity to choose whether they wish to specialize in one or two disciplines.

Additionally, regarding the second research question of whether lengthier academic curricula provide trainee teachers with a better learning context for developing the competencies recommended by the *EPLTE*, it is found that the lengthier academic curricula (University of Luxemburg and Switzerland) have received the most favourable score. As seen in Table 7, the lengthier curricula have received better rating, but this does not exclude shorter curricula with equally good rating (e.g. Norway, England).

Table 6. Specialization and score

Specialization in one language	Score	Specialization in two disciplines	Score
Bulgaria	71.25	Bosnia Herzegovina (main/ secondary specialization)	81.25
Cyprus	83.75	Croatia (2 disciplines)	77.5
The Czech Republic	81.25	Finland (main/secondary specialization)	92.5
France	91.25	Germany (2 disciplines)	86.25
FYROM	83.75	Hungary(main/secondary specialization)	91.25
Greece	76.25	Norway (main/Secondary specialization)	91.25
Iceland	86.25	Poland (2 disciplines)	81.25
Lithuania	78.75	Romania (2 languages)	88.75
Luxemburg	95	The Slovak republic (2 languages)	86.25
Montenegro	70	Slovenia (2 disciplines)	86.25
The Netherlands	91.25	Sweden (2 disciplines)	91.25
		Switzerland (2 disciplines)	93.75

Table 7. Duration of studies and score

4 Years	Score	5 years	Score
Bulgaria	71.25	Bosnia Herzegovina	81.25
Cyprus	83.75	Croatia	77.5
England	90	The Czech Republic	81.25
Fyrom	83.75	Finland	92.5
Greece	76.25	France	91.25
Lithuania	78.75	Germany	86.25
Malta	88.75	Iceland	86.25
Montenegro	70	The Netherlands	91.25
Norway	91.25	Poland	81.25
		Romania	88.75
		The Slovak Republic	86.25
		Slovenia	86.25
4.5 Years	Score	5.5+ Years	Score
Sweden	91.25	Hungary	91.25
		Luxembourg	95
		Switzerland	93.75

The main differentiating factors between academic curricula are the institutional framework and organizational structure rather than the content of the curricula and the subsequent development of competencies. Heterogeneity is found in the academic curricula with regard to the minimum academic qualifications required in order to teach in secondary education in different countries, and in other external features. Specifically, there is variety in the names of the bachelor degrees as shown at Table 8, the structure of academic curricula, the minimum required ECTS (varying from 240 to more than 360 ECTS), the minimum academic qualifications,⁹ the recruitment process for teaching in publicly funded schools in secondary education¹⁰ and the status of teachers (civil servants, not civil servants) in each country. On the other hand, the study affirms that all academic curricula adopt the ECTS system, as a means of promoting cooperation between different institutions and student mobility.

In reference to the third research question, the study reveals that the academic curricula implement the majority of the items of the *EPLTE*. The only item, that is not covered by any academic

Table 8. Names of bachelor degrees

Names of the bachelor degrees	University
European–French studies	University of Luxembourg
French philology	Sofia University “St. Kliment Ohridski”/University of Helsinki /University “Adam Mickiewicz in Poznan”/Transylvania University/University “Constantine the Philosopher”/ Vilnius Pedagogical University
French studies	University “Pázmány Péter Catholic University”/University of Iceland
French language and literature	University of Sarajevo/University of Zadar/University of Ljubljana/ St. Cyril and Methodious University
French language	University of Bergen/University of Hamburg
French studies and modern languages	University of Cyprus
French language and civilization	University of Amsterdam
Teacher training for secondary education	University of Gothenburg/University of Malta/University of Geneva
French language and philology	Masaryk University/Aristotle University of Thessaloniki/ University of Montenegro
Sciences of languages	University of Strasbourg
French language and linguistics	University of Manchester

curriculum is the item 6, which is about creating a multimedia tool, which will enhance the cooperation and communication between educational institutions, trainee teachers and other stakeholders involved in planning and implementation of academic curricula for the initial training of language teachers. Regarding the overall evaluation of the items of the *EPLTE*, the maximum divergence between countries are in the range of 25 points (95 = highest score, minimum score = 70).

Last but not least, the study confirms that items of the *EPLTE* referring to the development of linguistic, pedagogical and methodological skills are covered to an absolute degree by all academic curricula in question. On the contrary, only a limited number of the academic curricula integrate courses that enrich student teachers’ capacity in the use of the European Language portfolio for self-evaluation and in European citizenship.

In conclusion, although the differences between the external features of academic curricula for initial training of language teachers are evident, the optimistic conclusion seems to lie in the fact that the implementation of the 40 items of the *EPLTE* into the academic curricula for initial language teacher education does not seem utopian. On the other hand, it was pointed out that the great variety between countries in teacher education policies hinder the introduction of the “European Qualified Language Teacher Status”, which will provide the opportunity to work in all Member States of the European Union and the introduction of the title “European language teacher”, according to the recommendations of the report the *Training of Teachers of a Foreign Language: Developments in Europe* (European Commission: 2002, Kelly et al., 2002).

6. Limitations

This survey captured the external characteristics of the 40 key elements of the *EPLTE* and provided information about the correspondences between different aspects of academic curricula and the key elements. The survey provided the general image of initial French language teacher education in 25 different countries.

It appeared that the majority of key elements are present in nearly all curricula. Consequently, more differences between curricula could be further discovered with specific elaboration on key elements. The survey did not elaborate in the specific ways in which student teachers were introduced

to the competences and key elements, in the quality (specific methodologies used, quality of pedagogical support by the mentor), means (infrastructure, ICT, networking) and time (for instance number of hours devoted to teaching practice compared to theories) devoted to the development of teaching and teacher competences. The list of courses¹¹ of every academic curriculum could provide the basis for a more detailed analysis of every key element.

In addition, the study examined only one academic curriculum of every country. The analysis of more academic curricula in the same country would probably provide more information about the ways that the 40 key elements of the *EPLTE* are integrated. Moreover, the existence of more evaluators for every academic curriculum would deliver a more objective and concrete overview of the academic curricula.

7. Recommendations

In a rapidly changing world, the education and professional development of teachers should be a coherent continuum, starting from initial teacher education (with a strong “teaching practice” component), induction, in-service and ongoing professional development. Within this context it would be useful to recommend the following:

- The development of a website, where communication and knowledge sharing between all teacher educators and trainee teachers of all university departments training language teachers in member countries of the Council of Europe (and possibly larger geographical areas) would be possible. This interactive website would shed light on best practices; encourage redeeming of learning and teaching experiences and report cross-border opportunities for academic and professional development. To this end, the *European Directory of academic curricula for initial language teacher education—A Guide to European Higher Education Institutions* (2011) could contribute in realizing this goal. Furthermore, the *European Directory* could facilitate the European Institutions to create a catalogue with all the existing bachelor names of the academic curricula that train perspective French teachers. In this way, it would be easier for European national authorities to match bachelor degrees issued in other European countries.
- It would be advisable to encourage the mobility of trainee teachers in order to make periods of learning and teaching abroad the rule rather than the exception. Though the ECTS system is adopted by almost.¹²
- Academic curricula should integrate a course about European citizenship that is currently been taught only in four out of the 25 academic curricula in question. They should also integrate courses that would reinforce the use of the European Language Portfolio for self-evaluation and the *European Portfolio for Student Teachers of language—EPOSTL* (Newby, 2007).
- Academic curricula should ensure that teaching practice provides opportunities for student teachers to integrate theory and practice and work collaboratively with and learn from experienced teachers-mentors. Student teachers should be encouraged to evaluate their own teaching experiences through discussions with mentors and university lecturers via teaching practice student teacher gain experience in managing and evaluating class work; in maintaining discipline and order in the classroom, find their own teaching style and become acquainted with school organization and administration. Effective teaching practice can be ensured when both school-based mentors and university tutors work in tandem and the university provides training courses and any other support needed to school-based mentors. Special mentor training programmes are necessary and can be offered, for example, by teacher education institutes. This will lead to benefits not only for beginning teachers, but also for mentors themselves.
- Research should be carried out on beginning teachers to determine the efficacy of initial teacher education programmes and to assist in the design of induction and continuous professional development programmes (Conway, Murphy, Rath, & Hall, 2009).
- Educational programmes, which are the key factors of knowledge supply, attitudes and competences for ensuring continuous professional development of teachers, should be of high quality,

reconciling academic research with teaching practice, in order to meet the changing needs of the current fast evolving society and, encourage in this way student mobility and employability in other European countries. Therefore, there is a need to focus on quality initial teacher education, induction programmes to support the professional growth of new teachers, improvement of in-service teacher education and opportunities of continuous professional development for teacher educators, teachers and all stakeholders involved in teacher education policy.

8. Discussion and conclusion

The heightened expectations of teachers have led to an unprecedented political, professional and research interest in teacher education worldwide. This is evident in the number of reviews in various countries and cross-national studies of teaching and teacher education in the last few years, including OECD's *Teachers Matter*, 2005; McKinsey Report *How the World's Best Performing School Systems Come Out on Top*, Barber & Mourshed, 2007; UNESCO's *Global perspectives on teacher learning: Improving Policy and Practice*, United Nations Educational, Scientific and Cultural Organization, 2007, World's Bank *Learning to Teach in the knowledge Society*, Moreno, 2005; UNESCO's *Education for All: The Quality Imperative*, United Nations Educational, Scientific and Cultural Organization, 2005.

The OECD (2005) has asserted that: "... countries need to have clear and concise statements of what teachers are expected to know and be able to do, and these teacher profiles need to be embedded throughout the school and teacher education systems. The profile of teacher competencies needs to derive from the objectives for student learning, and provide profession-wide standards and a shared understanding of what counts as accomplished teaching. The teacher profiles need to encompass strong subject matter knowledge, pedagogical skills, the capacity to work effectively with a wide range of students and colleagues, to contribute to the school and the profession, and the capacity to continue developing ... A clear, well structured and widely supported teacher profile can be a powerful mechanism for aligning the elements involved in developing teachers' knowledge and skills, and for providing a means of assessing whether teacher development programmes are making a difference".

On their turn, Ministers of Education, meeting in the Education Council, have on three occasions (European, 2007; European Union, 2009) committed themselves to improving the whole continuum of Teacher Education by improving the recruitment and selection of teachers, raising the quality of their Initial Teacher Education, providing systematic support to beginning teachers and improving the relevance and quality of career-long opportunities for CPD. Concerning specifically the competences of teachers, Ministers have recognized that: the knowledge, skills and commitment of teachers, as well as the quality of school leadership, are the most important factors in achieving high-quality educational outcomes.

The *Supporting Teacher Competence Development for better Learning Outcomes* report (2013) emphasizes that the development of comprehensive frameworks that define and describe the competences that teachers are expected to deploy, can bring numerous benefits to education systems. Since teaching is much more than a task, and involves values or assumptions concerning education, learning and society, the concept of teacher competences may resonate differently in different national contexts. Teacher competences frameworks have been used to the design of programmes of initial teacher education, induction (early career support) and continuing professional development (CPD). On the other hand, the report does not fail to mention that the presence of teacher competence descriptions does not, of course, in itself guarantee the quality of teaching, since what counts is their purposes and the way they are applied, which are embedded in specific cultural contexts and constraints (European Commission, 2013).

As stated in a UNESCO report (Schwille & Dembélé, 2007), there seems to be a lack of international consensus on the best options for the policies and practices of teacher education, since institutional attempts to tackle open issues mostly reflect either national traditions or assumptions and decisions based on practical considerations. The activity of teaching, in as much as it is socially and contextually

based, naturally reflects ideas and priorities about the aims and desirable outcomes of education and schooling, with underlying values and cultural traits, which are deeply rooted in national histories and traditions. Conceptions and beliefs about the ideal teacher, the ideal citizen and the ideal institutions for student and teacher preparation usually go hand in hand, complementing each other.

In conclusion, teacher education needs to consider diverse points of views and the multiplicity of relationships between teaching, training, schooling, learning processes, actors and contexts. Such complexity is increased when it aims to qualify itself with a European dimension. One suggested strategy for coping with complexity of a European teacher education curriculum, might consist in strengthening and extending academic networks for research and practice exchanges in a reciprocal way (Snoek & Žogla, 2009). Initial teacher education which comes from both research and practice from diverse academic backgrounds could enable tomorrow's teachers to primarily consider their own learning needs, to be versatile and knowledgeable, to be resourceful in order to foster a culture of knowledge generation and sharing in schools, to respond to new demands and develop greater responsibility for their own lifelong learning, to be active participants in policy development and to be agents of effective improvements in the quality of European teacher education.

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Notes

1. The International Standard Classification of Education (ISCED) is designed to serve as a framework between countries to classify educational attainment into the following ISCED levels (United Nations Educational,

Scientific and Cultural Organization, 2011):

ISCED 0: early childhood education.

ISCED 1: primary education.

ISCED 2: lower secondary education.

ISCED 3: upper secondary education.

ISCED 4: post-secondary non-tertiary education.

ISCED 5: short-cycle tertiary education.

ISCED 6: bachelor or equivalent.

ISCED 7: master or equivalent.

ISCED 8: doctoral or equivalent.

- The list with the titles of courses covering the evaluation criteria for the 25 countries participating in the research can be obtained directly from the author.
- The names of the educators are listed to the acknowledgement section.
- European Commission: Eurydice (Information on Education Systems and Policies in Europe) http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php
- UNESCO, International Bureau of Education, Country dossiers.
- In 2011, the 34 member states of the European Center for Modern languages were: Albania, Andorra, Armenia, Austria, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Romania, Serbia, the Slovak Republic, Slovenia, Sweden, Switzerland, the Former Yugoslav Republic of Macedonia.
- The evaluation table may be obtained directly from the author.
- Information for the master's degree that school-based mentors in Luxembourg have to attend: http://www.unil.lu/studies/flshase/master_management_und_coaching_im_bildungs_und_sozialwesen_professionnel
- The following six categories of countries can be distinguished according to the minimum academic qualifications needed for teaching in secondary education: (1) Bachelor; (2) Bachelor and Master; (3) Bachelor and PGCE; (4) Bachelor, Pedagogical Studies and Master; (5) Bachelor Master and Post-Master; (6) Teaching degree recognized as Master.
- Some countries need some additional prerequisites in order to be eligible to teach in secondary education in publicly funded schools. These prerequisites are not linked to the university certificates, but to the policy of the Ministry of Education in each country. In FYROM,

- Germany, Luxembourg, Romania both exams and teaching practice are needed. In Poland perspective teachers should be computer literate and have a good command of a foreign language at least at the B2, B2 + level of the *Common European Framework of References for Languages* (Council of Europe, 2001). National exams are needed in Croatia, France, Greece, Poland, the Slovak Republic, Slovenia. Teaching practice is needed in Cyprus and Montenegro.
- The list with the titles of courses covering the 40 key elements evaluation criteria for the 25 countries participating in the research can be obtained directly from the author.
 - The Pedagogical studies in the University of Luxemburg had not integrated the ECTS system in 2012. But, it was foreseen to be integrated in the near future. All academic curricula in question, it could be further integrated in induction or in-service teacher education programmes.
- ### Erratum
- This article was originally published with errors. This version has been corrected. Please see Erratum (<http://dx.doi.org/10.1080/2331186X.2016.1208979>).
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