

Does Initial Education of German and English Language Teachers Prepare Them for the Development of Pupils' Plurilingual and Intercultural Competence? – Analysis of Programs of Study

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Abstract

The plurilingual approach to foreign language learning creates a challenge for foreign language teachers in the integrated development of pupils' plurilingual and intercultural competence. The question that arises is whether, after completion of their initial education, English and German language teachers are ready for the realization of such aims in foreign language teaching. In order to answer the question, research on the presence of content for developing the plurilingual and intercultural competence in ten programs of study for the education of English and German language teachers in Croatia was carried out. The results of the quantitative and qualitative analysis of content, in particular obligatory course syllabi of each program of study, show that, in general, in programs of study for English and German language teachers, the content for developing intercultural competence is represented in a very small amount. On the other hand, the occurrence of content relating to the development of plurilingual competence in almost all of the analyzed programs of study is marginal. This leads to the conclusion that the existing initial education does not sufficiently prepare English and German teachers to meet the needs that the plurilingual approach to learning foreign languages demands.

Key words: *foreign language teaching; initial education of English and German teachers; intercultural competence; plurilingual approach to foreign language learning; plurilingual competence.*

Introduction

The plurilingual approach to foreign language learning, which is advocated in educational policies of the Council of Europe (cf., e.g., Beacco, 2007; Candelier, Camillieri-Grima, Castelloti, de Pietro, Lorincz, Meißner, Nogueroles, & Schröder-Sura, 2012; Council of Europe, 2005), and which is increasingly becoming a subject of glottodidactic analysis (cf., e.g., Edmondson, 2004; Hufeisen, 2005; Krumm, 2005; Le Pape Racine, 2005; Neuner, 2005), demands a change in the design of foreign language teaching (FLT). The change is primarily reflected in the integrated development of pupils' plurilingual and intercultural competence.

In that sense, plurilingual competence (PC) denotes “the ability of an individual to connect all knowledge of languages in his language repertoire and apply adequate strategies in using the knowledge depending on the demands of a particular communication situation” (Knežević, 2015, p. 12). That means that an individual can develop different language knowledge and skills in each of the languages he knows and which, together, make up his “linguistic capital” (Coste, Moor, & Zarate, 2009, p. 19) and that he is able to use that capital in order to establish successful communication with a particular interlocutor (Council of Europe, 2005).

With respect to intercultural competence (IC), one should keep in mind that successful communication in a foreign language does not depend only on adequate use of various language competences and skills, but on the individual's ability to manage relationships between himself and others as members of different cultures (cf. Beacco, 2007). In order to do that, an individual should have, in addition to knowledge of cultural features of others, a developed awareness of differences between cultures and openness for accepting different cultures. Such awareness and openness is achieved through education in a way that a pupil develops intercultural competence (Beacco, 2007; cf. Fleming, 2010). In that context, IC should be designed as a “construct which simultaneously contains linguistic and extra-linguistic elements closely related to cultural aspects” (Petračić, 2016, p. 331). The foundation for that is given in Byram's (1997) widely accepted model of intercultural communicative competence, which, in its core has the intercultural speaker who has a developed intercultural communicative competence enabling interaction in a foreign language with people from other countries and cultures. Intercultural communicative competence, along with intercultural competence encompasses linguistic, sociolinguistic and discourse competence.

Teachers have a key role in the implementation of such a plurilingual approach, which comprises the development of PC and IC in foreign language learning. The importance of the teacher's role for a successful educational process is described

by Darling-Hammond (2006, p. 1) in the following manner: “(...) growing evidence demonstrates that – among all educational resources – teachers’ abilities are particularly crucial contributors to students’ learning”. This paper focuses on the ability of teachers, i.e. the question of whether initial education of language teachers of English and German, languages learned by the majority of primary school pupils in Croatia, prepares teachers for developing PC and IC¹. In order to gain insight into the issue, the continuation of this paper will describe competences which foreign language teachers should have for reaching these teaching aims, presented in the form of a specific *Foreign Language Teacher Profile of Competences for Developing Primary School Pupils’ Plurilingual and Intercultural Competence* (Knežević, 2015). The paper will present the procedure and results of the analysis of programs of study according to which teachers of English and German language are educated in Croatia and which was carried out based on the mentioned profile of competences.

Foreign Language Teacher Competences for Developing Pupils’ Plurilingual and Intercultural Competence in Foreign Language Teaching

When referring to foreign language teacher competences necessary for carrying out quality educational outcomes, guidelines are given by developed competence profiles for foreign language teachers. At the European level, two such profiles have been developed encompassing competences which teachers should primarily acquire throughout their initial education. One of them is the *European Profile for Language Teacher Education* (Kelly & Grenfell, n.d.), and the other is the *European Portfolio for Student Teachers of Languages* (Newby, Allan, Fenner, Brit Jones, Komorovska, & Soghikyan, 2007). Only one competence profile for teachers and foreign language teachers exists at the national level, entitled *Competences of Primary School Foreign Language Teachers in the Republic of Croatia* (Radišić, Pavičić Takač, & Bagarić, 2007). It is aimed for future teachers, foreign language teachers, in-service teachers and institutions dealing with teacher education (Radišić, Pavičić Takač, & Bagarić, 2007, vii). Although all of the mentioned profiles recognize the importance of the development of primarily IC followed by PC in FLT, a thorough analysis of these documents (cf. Knežević, 2015) points to an inadequate representation of specific components that would enable foreign language teachers to develop the two competences in teaching. The specific components can be found in theoretical discussions which deal with issues of foreign language teacher competences (cf., e.g., Cantone, 2011; Göbel,

¹ The development of PC and IC found its place in educational policy documents of the Republic of Croatia, in particular the *National Curriculum Framework for Preschool Education and Primary and Secondary School Education* (2011) and in the *Strategy of Education, Science and Technology* (2014) (A more detailed insight regarding the representation of the issued development of plurilingual and intercultural competence in educational policy documents in the Republic of Croatia is given by e.g. Cvikić and Novak Milić, 2015; Knežević and Šenjug Golub, 2015; Petravić, 2011, 2015a). Because of that, the question of whether foreign language teachers in Croatia are qualified to develop pupil’s PC and IC is considered valid.

2009; Kelly, 2011; Sercu, 2005), and observe teacher competences for developing PC and IC in teaching separately. The reason lies in the differences in processes of learning and teaching the two competences despite their close relationship within the plurilingual approach to foreign language learning². In that sense, particular profiles of foreign language teacher competences have been developed in the area of IC presenting competences which teachers should have for the development of IC in FLT (cf. Petravić, 2015b; Sercu, 2006), while systematic presentations of specific teacher competences are lacking in the area of PC.

The profile of competences which takes into consideration the discussion of teacher competences in the area of PC and in the area of IC, and the fact that the two competences develop within the context of two different processes in FLT is the *Foreign Language Teacher Profile of Competences for Developing Primary School Pupils' Plurilingual and Intercultural Competence* (Knežević, 2015). This specific profile of competences (see Appendix 1) was developed as a supplement to the existing, previously mentioned, competence profiles of foreign language teachers and for their education, and it is based on unifying the results of the analyses of the profiles and theoretical awareness of foreign language teacher competences relating to the development of PC and IC. Its development also relied on the descriptors of the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (Candelier et al., 2012) and on the *Profile of Competences of an Interculturally Competent Foreign Language Teacher* (Petravić, 2015b). The specific profile of foreign language teacher competences for the development of pupils' PC and IC in primary school encompasses knowledge, attitudes and skills³ related to the area of language and the area of culture. It also takes into consideration the educational, political (cf., e.g., Official Journal of the European Union, 2004) and scientific (Philippou, 2005; Schratz, 2014) guidelines relating to the teaching profession which emphasize, among other, the necessity to develop teachers' PC and IC. Therefore, the specific profile of competences mentions the two groups of competences in the area of language and in the area of culture; key competences for PC and IC of teachers themselves and competences of teachers relevant for the development of pupils' PC and IC.

Knowledge listed in the profile of competences which teachers should possess in the area of language, and which contribute to their own development of PC are primarily knowledge of at least one additional foreign language along with the language they

² According to Petravić and Šenjug Golub (2012) foreign language learning is focused primarily on acquiring a new communicative system, and as such does not initiate change in attitudes or the relationship towards members of the target language culture, while the aim of intercultural learning is the development of pupil identity and reconsideration of the identity construct.

³ The starting notion in the development of the profile of competences was Weinert's (2001, p. 27) definition of competence, which denotes "cognitive abilities and skills which individuals have at their disposal or are capable of learning for the purpose of solving particular problems and the related motivational, volitional and social readiness and ability to successfully and responsibly solve problems in changing situations". For that reason, the profile of competences defines knowledge, attitudes and skills which foreign language teachers should have for the purpose of developing PC and IC in FLT.

teach and knowledge which enables comparison between languages they know and have mastered. Relevant attitudes for teachers' PC are a developed interest for foreign languages and linguistic diversity in the environment, respect for other foreign languages and the varied linguistic environment, and the awareness of the need for lifelong learning of foreign languages. Skills in the area of language that teachers should have for developing their own PC are the ability to establish similarities and differences between languages and the ability to analyze language elements of more or less familiar languages.

In the context of developing pupils' PC, the competence profile includes the following as key knowledge, e.g., knowledge of contemporary theory of first and second language acquisition, knowledge of processes of developing PC, knowledge of contemporary glottodidactic concepts for the development of PC, knowledge of the development of awareness of languages and awareness of language learning, etc. A positive attitude towards the development of PC in primary FLT, understanding personal, intellectual and cultural values of learning other languages and openness for cooperation with other colleagues for the purpose of developing a pupils' PC are some beliefs that teachers should have relating to the area of language in order to develop PC in their teaching. For developing pupils' PC the profile lists, among other, the following relevant teacher skills: ability to develop pupil awareness of languages and language learning, ability to relate taught content to previous language knowledge and pupils' language learning experiences, ability to develop pupil learning strategies and the ability to evaluate, select and independently create teaching materials for the development of PC.

With respect to the teacher's personal IC, the profile of competences in the area of culture emphasizes knowledge of cultures relating to the target language and own culture, knowledge of relevant general cultural issues and knowledge of the connectedness of language and culture and specificities of intercultural communication. Attitudes that teachers should develop for developing their own IC are, in addition to conscious work on the development of that competence, openness towards other cultures and persons and towards cultural differences. The profile includes the following necessary teacher skills for the development of their IC: ability to analyze cultural phenomena of more or less known cultures, the ability to use existing intercultural knowledge when meeting new cultures and the ability of mutual comparison of different cultures.

Relating to the competences necessary for teachers to develop pupils' IC in the area of knowledge, the profile lists knowledge of the process of acquiring IC and knowledge of didactic and teaching aspects in pupils' development. Readiness to confront pupils' attitudes and stereotypes about their own culture and cultures related to the target language, readiness to learn and change personal attitudes and manners of teaching for the purpose of developing pupils' IC and readiness to engage in activities related to the formation of educational policies suitable for the development of IC are only a few attitudes that teachers should have for developing pupils' IC. Skills necessary

for developing pupils' IC are listed in the profile as the ability to create teaching situations suitable for the development of IC, ability to behave productively with the heterogeneity of the cultural environment and pupil group, etc.

The acquisition of knowledge, attitudes and skills mentioned in the *Foreign Language Teacher Profile of Competences for Developing Primary School Pupils' Plurilingual and Intercultural Competence* (Knežević, 2015) should be primarily accessible to foreign language teachers through programs of study which are "key factors both in preparing teachers (...) to carry out their responsibilities and in ensuring teachers' (...) continuing professional development (...)" (Official Journal of the European Union, 2009). In order to adequately answer to such demands, the programs of study for foreign language teacher education should include contents that enable the development of described teacher competences. Research in the area of PC and IC carried out to this date internationally (cf., e.g., Behr, 2007; Hu, 2003) and in Croatia (cf., e.g., Breka, 2012; Horvatić-Čajko, 2012) indicate that throughout their initial education, foreign language teachers do not sufficiently develop competences necessary for the development of pupils' PC and IC. Those indications are also supported by the results of particular international analyses of primary teacher and subject-area teacher educational systems (cf. Domović, Gehrman, Helmchen, Krüger-Potratz, & Petravić, 2013). However, to date, comprehensive analyses of curricula for the education of foreign language teachers in Croatia have not been carried out with respect to their inclusion of issues relating to the development of PC and IC in teaching. Therefore, the aim of the research presented in this paper was to establish the extent to which content related to the development of PC and IC is represented in programs of study according to which English and German language teachers in Croatia are educated.

Research Method

In order to establish the extent to which content related to the development of PC and IC is represented in programs of study for English and German language teachers, an analysis of programs of study of institutions for higher education in the Republic of Croatia which educate future English and German language teachers was carried out. The analysis included ten programs of study from five faculties: Faculty of Humanities and Social Sciences, University of Osijek (FFOS), Faculty of Humanities and Social Sciences, University of Rijeka (FFRI), Faculty of Humanities and Social Sciences in Zagreb (FFZG), University of Zadar (UNIZD) and the Faculty of Teacher Education, University of Zagreb (UFZG).

Quantitative and qualitative content analysis was used as the research method. The content analysis was approached deductively, i.e. categories according to which content was classified were determined beforehand based on relevant theoretical knowledge. The analysis of programs of study was carried out using an analytical matrix (see Appendix 2) comprising six thematic units which included a total of 34

categories defined according to the specific profile of competences (see Appendix 1) and relevant theoretical discussions related to teacher education directed towards their training for the development of PC and IC in FLT (cf., e.g., Allgäuer-Hackl & Jessner, 2013; Bernaus, Andrade, Kervran, Murkowska, & Saez, 2007; Gehrmann, 2007). In addition to guidelines for classifying content, the categories in the analytical matrix also denoted topics, i.e. areas with which foreign language teachers should become familiar during their initial education in order to acquire competences to develop pupils' PC and IC.

The first and sixth unit in the analytical matrix include categories related to issues of developing PC and issues relating to developing IC while other units make up categories relating to developing specific PC or IC. The first unit encompasses categories from the area of *educational policy components of the development of PC and IC* in FLT, such as issues of linguistic variety in the EU, plurilingualism, linguistic domination of particular languages and the extent of addressing topics for the development of PC and IC in European and national educational policy documents. The sixth unit contains categories related to issues of *promoting the importance of developing PC and IC in FLT*. This includes manners of promoting the development of the two competences in teaching, the role of the teacher in that context, and familiarization of stakeholders in education who are relevant for the successful realization of those aims. Categories of the second and third unit of the analytical matrix are directed specifically to the issue of developing PC. Categories in the second unit referred to the *theoretical foundations for developing PC* such as basic notions closely related to plurilingualism, language awareness, comparison of linguistic systems or learning strategies, while the third unit is made up of categories related to issues in *didactic-teaching components for the development of PC*. Such are, for instance, approaches to foreign language learning, contemporary glottodidactic concepts for the development of PC and integration of documents of the Council of Europe such as the *Common European Framework of Reference for Languages – CEFR* (Council of Europe, 2005) or *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (Candelier et al., 2012) into FLT. The fourth and the fifth unit of the analytical matrix are made up of categories specifically relevant for the development of IC. The fourth unit encompasses *theoretical foundations for the development* of the competence in FLT such as dimensions and concepts of culture, components and characteristics of intercultural communication, IC acquisition processes, etc. Categories in the fifth unit referred to *issues of components for the development of IC* in teaching such as models of IC in FLT, teaching content, forms and processes for the development of IC or the use of instruments for self-evaluation of IC.

The corpus analyzed included only obligatory courses of each program of study, while the units of analysis were course contents described in each syllabus. The analysis was carried out in a manner that the initial overview of the corpus focused on the exploration of content of all obligatory courses in each program of study isolating courses where at least one topic was related to a category from the analytical matrix

for further analysis. The second step in the analysis established whether the content of particular courses isolated for further analysis is explicitly or implicitly related to any of the categories in the analytical matrix (see Appendix 2). *Explicitly related* signifies content which matches a particular category in the analytical matrix, and *implicitly related* is one that has an association with any of the categories.

The continuation of the text will show the results of the analysis of programs of study according to the units in the analytical matrix. The extent of content represented which refers to issues of developing PC and issues of developing IC will be shown first. Secondly, representation of content related to PC and IC respectively will be shown. Prior to that, an overview of general data regarding the number of analyzed content of particular programs of study will be presented.

Results

General Data on the Number of Analyzed Content

The ten programs of study included in the analysis contained a total of 358 obligatory courses of which 165 courses were obligatory courses in the English language programs, and 193 courses were obligatory courses of particular German language programs of study. After the initial overview of the corpus, for 64 obligatory courses in the English language programs of study, it was established that at least one of their topics was related to a category in the analytical matrix. Of the 193 obligatory courses in the German language programs of study, 76 courses were included in the second step of the analysis. The number of obligatory courses from each particular program of study isolated for the second phase of the analysis is shown in Figure 1.

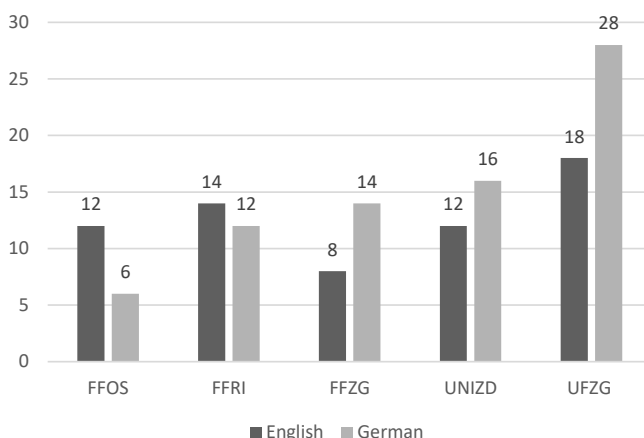


Figure 1. Number of obligatory courses for the analysis of English and German language programs of study isolated for the second phase of the analysis presented according to faculties

All courses isolated for the second phase of analysis had a total of 1565 individual topics, i.e. units of analysis, of which courses in the English language program of study

included 693 topics and courses in the German language programs of study included 872 topics (cf. Figure 2).

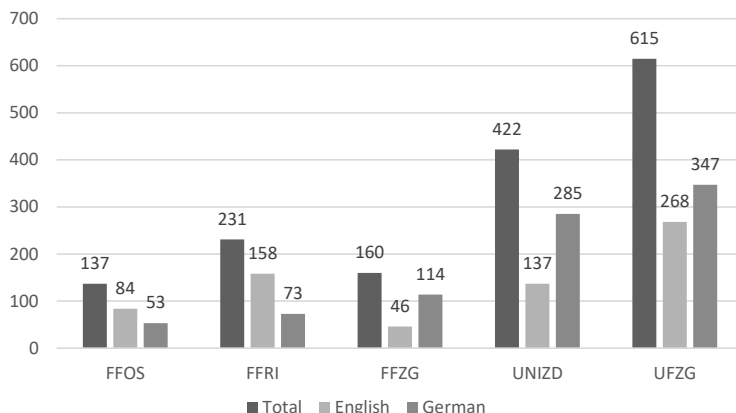


Figure 2. Number of individual topics of particular programs of study presented according to faculties

Figure 2 shows that among the English language programs of study, the greatest number of topics, i.e. units of analysis come from courses from the program of study at the Faculty of Teacher Education in Zagreb (268), followed by course content of the Faculty of Humanities and Social Sciences in Rijeka (158) and course content from the University of Zadar (137). Fewer topics were included in courses in the English language program of study at the Faculty of Humanities and Social Sciences in Osijek (84), while the smallest number of topics in the English language programs of study was found in courses at the Faculty of Humanities and Social Sciences in Zagreb (46). With respect to German language programs of study, the highest number of topics were found in courses at the Faculty of Teacher Education in Zagreb (347) and the University of Zadar (285). Fewer units of analyses were found in courses of the German language program of study at the Faculty of Humanities and Social Sciences in Zagreb (114), followed by a significantly smaller number of courses at the Faculty of Humanities and Social Sciences in Rijeka (73) and the Faculty of Humanities and Social Sciences in Osijek (53).

The relatedness of content of isolated obligatory courses of each program of study with categories in the analytical matrix are shown further in the text.

Representation of Content Related to the Educational Policy Component and the Advocacy for Developing Plurilingual and Intercultural Competence in Foreign Language Teaching

The analysis of particular content of each course showed a low representation of content related to the *educational policy component in developing PC and IC* in English language programs of study and in German language programs of study. As can be

seen from values shown in Figure 3, these topics are almost entirely or entirely missing in almost all programs of study. An exception is the German language program of study of the Faculty of Teacher Education in Zagreb where, in comparison with other programs of study, a greater number of topics related to categories in this unit of the analytical matrix was identified.

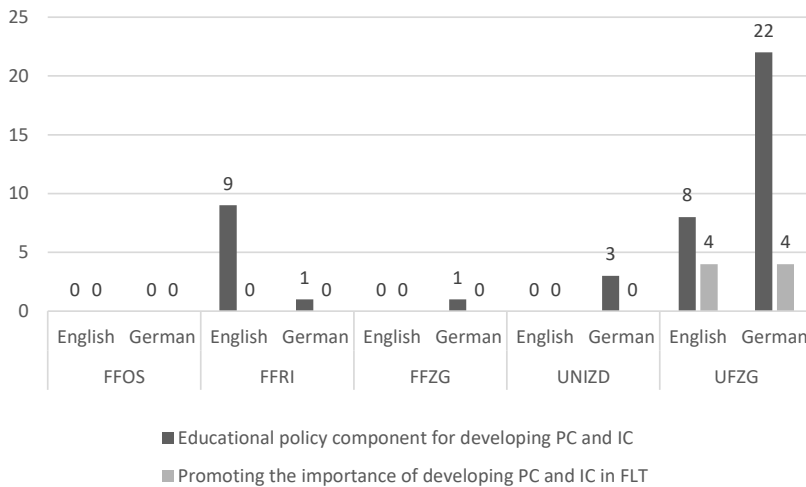


Figure 3. Number of course content items in English and German language programs of study related to the component of educational policy and advocacy for developing PC and IC

The qualitative analysis of content in the unit *educational policy component for developing PC and IC* shows that these are contents most frequently related to documents of the Council of Europe relevant for FLT – mentioning CEFR only (Council of Europe, 2005) – and contents which deal with the issue of English language domination. The latter are mostly included in English language programs of study. Issues of linguistic diversity in the EU or the development of PC and IC in curricular documents of the Republic of Croatia are topics which cannot be found in almost any of the analyzed programs of study.

The results (cf. Figure 3) also show that content related to the issue of promoting the importance of developing PC and IC in FLT among various stakeholders in education is represented in a small number only in the German and English language programs of study at the Faculty of Teacher Education in Zagreb. In the two mentioned programs of study, students become familiar with stakeholders in education relevant for the successful development of PC and IC, but the role of the foreign language teacher in promoting the importance of these competences or the manners in which that can be implemented in practice are not found.

Representation of Content Related to the Development of Plurilingual Competence

The representation of content related to the development of plurilingual competence in the analyzed programs of study is shown in Figure 4. In general, content for the development of this competence is numerically more represented in English language programs of study than in German language programs of study. Furthermore, it is evident that all programs of study, with the exception of the English language program of study at the Faculty of Teacher Education in Zagreb, contain more content that relates to *theoretical foundations of elements for the development of PC* than content relating to issues of *didactic-teaching components of the development of that competence in FLT*.

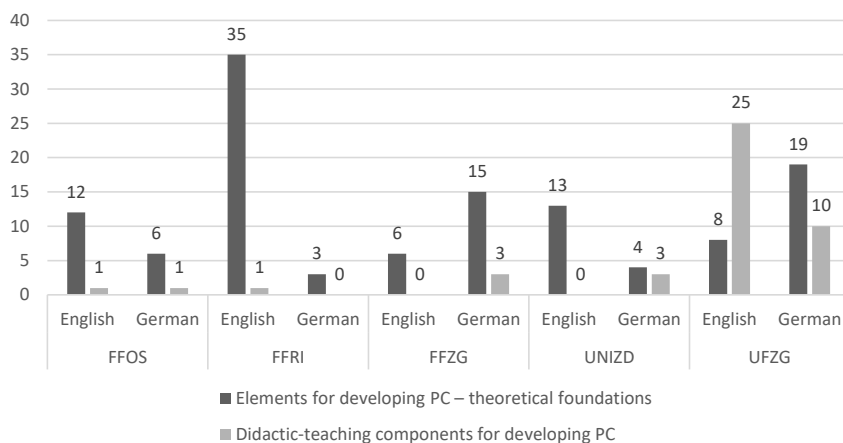


Figure 4. Number of course content items in English and German language programs of study relating to the development of PC

The qualitative analysis of particular courses relating to the *elements for developing PC – theoretical foundations* indicates that all programs of study, for the majority part, discuss theories of language acquisition and language mastery, particularly in English language programs of study. Also, particular programs of study mention basic concepts of plurilingualism, learning styles and strategies and comparison of linguistic systems. However, theories of plurilingual language acquisition or language awareness are not topics discussed in any of the programs of study. *Didactic-teaching components for developing PC* are, compared to theoretical foundations of elements for the development of that competence, represented in a small number of programs of study. Exceptions are the English and German language programs of study at the Faculty of Teacher Education in Zagreb where such content is presented in a greater number. The qualitative analysis of content in programs of study indicate that in the context of didactic-teaching components for developing PC, mostly approaches to early foreign language learning and instances of the integration of documents of the

Council of Europe into teaching are mentioned. In programs of study of the English and German language at the Faculty of Teacher Education in Zagreb, in addition to the mentioned content, topics of plurilingualism versus the concept of *lingua franca* and contemporary glottodidactic concepts for the development of PC are discussed. The latter component is particularly represented in the English language program of study of the mentioned faculty specifically within teaching methodology courses that address the issue of integrated teaching (*Content and language integrated learning - CLIL*).

Representation of Content Related to the Development of Intercultural Competence

The results of the quantitative analysis (cf. Figure 5) show that content for the development of IC is, in general, more represented in the German language programs of study than in the English language programs of study. Issues of *theoretical foundations for developing IC* are, the same as theoretical issues relating to developing PC, more represented than the *components for developing IC in FLT*. In almost all of the programs of study components for developing IC are represented in a small number or are nonexistent. The exception is the German language program of study at the Faculty of Teacher Education in Zagreb, where such content appears in a somewhat larger number with respect to the other programs of study included in the analysis.

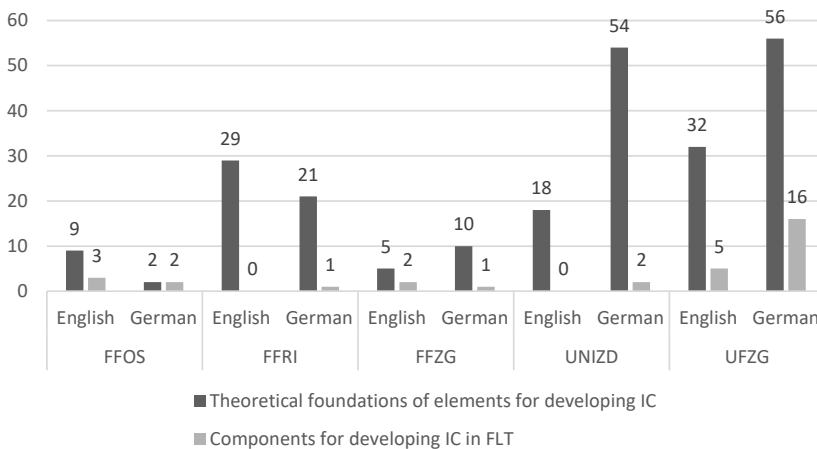


Figure 5. Number of course content items related to developing IC in English and German language programs of study

When referring to *theoretical foundations of elements for developing IC*, the qualitative analysis of identified content shows that all programs of study mostly contain content that refers to characteristics of cultures relating to the target language, i.e. facts of the culture or cultures of the target language. Particular programs of study address the issue of components and characteristics of intercultural communication such

as prejudices and stereotypes. However, for the majority of the programs of study, excepting the German language program of study at the Faculty of Teacher Education in Zagreb, issues of cultural dimensions and concepts, comparison of cultures or processes of acquiring IC are hardly mentioned or not mentioned at all. The situation is similar when referring to *components for developing IC in FLT*. In the programs of study where content that falls into that unit is found, it mostly addresses manners of mediating culture and civilization of the target language which is only one of the segments for developing IC in teaching. Theoretical concepts and models of IC in FLT appear as topics only in the German language program of study of the Faculty of Teacher Education in Zagreb, while the use of instruments for the self-evaluation of IC is not addressed in any of the analyzed programs of study.

Discussion and Conclusion

Quantitative results of the analysis of programs of study for the education of English and German language teachers in Croatia indicate that all programs of study address the issues of developing IC more than they address developing PC. However, the results of the qualitative analysis of relevant content relating to categories in the analytical matrix dealing with the development of IC show that the education of future teachers of English and German language continues to focus on teaching culture and civilization of the target language. Particular programs of study mention stereotypes and prejudices as one characteristic of intercultural communication, but developing IC in FLT is addressed in few programs of study. The findings lead to the conclusion that the majority of programs of study do not contain content related to the components for developing IC in FLT. When referring to the presence of content for developing PC in the analyzed programs of study, the results of the quantitative and qualitative analyses show that the issue of developing PC in FLT is not a topic in the initial education of future English and German language teachers. Content related to categories in the analytical matrix referring to the development of PC is actually content which is otherwise a constituent part of any language teaching program of study. The analysis showed that in almost all of the programs of study the most represented content is language acquisition theories and language mastery or levels of language acquisition according to the CEFR (Council of Europe, 2005). Within several programs of study issues of teaching methodology and didactic approaches in early foreign language learning are addressed, but content which is specifically related to developing PC in FLT is not represented in the majority of the programs analyzed. Theories of plurilingual acquisition of languages or language awareness along with contemporary glottodidactic concepts for developing PC are not mentioned in the majority of the analyzed programs of study.

All of the above leads to the conclusion that programs of study, according to which English and German language teachers are educated in Croatia, insufficiently address issues of developing PC and IC in FLT. Shortcomings are evident in the segment of

particular theoretical components related to developing the mentioned competences, but above all, there is an observed absence in addressing these issues in the area of teacher training. However, it is necessary to mention that the results of this analysis should be observed in accordance with its specific limitations – the research included only obligatory courses in each of the programs of study thus offering insight into only one segment of initial German and English language teacher education for a plurilingual approach to foreign language learning. Although the results presented in this paper show indications relating to trends in German and English language teacher education, in order to gain deeper insight into teachers' ability to develop pupils' PC and IC, these results should be a starting point for further research. In that respect, it would be necessary to survey higher education teachers involved in initial German and English language teacher education about the ratio of content listed in programs of study and content that is actually realized through teaching. Furthermore, graduates and in-service teachers should be surveyed regarding the acquisition of competences for developing PC and IC throughout their course of study. In that segment, it would be advisable to carry out research based on observation of teaching practice of German and English language teachers.

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Appendix 1.

Foreign Language Teacher Profile of Competences for Developing Primary School Pupils' Plurilingual and Intercultural Competence (Knežević, 2015, pp. 90-91)

	Knowledge	Beliefs /Attitudes	Skills
LANGUAGE	– in addition to the language taught, the teacher knows at least one additional foreign language	– has a developed interest for foreign languages and linguistic diversity in his environment (Candelier et al., 2012)	– can establish similarities and differences between different languages (Candelier et al., 2012)
	– possesses knowledge which enables the comparison between L1 and L2 and L2 and L3	– is open to other languages and shows interest in them (Candelier et al., 2012)	– can analyze linguistic elements of more or less familiar languages (Candelier et al., 2012)
	– has knowledge about language diversity/multilingualism/plurilingualism (Candelier et al., 2012)	– respects other/foreign languages and a diverse linguistic environment (Candelier et al., 2012)	– can develop pupils' language awareness and awareness of learning languages with respect to their cognitive development
	– has knowledge of the growing trend of using the English language as a lingua franca	– consciously develops his plurilingual competence (Candelier et al., 2012)	– can relate teaching content to the pupils' linguistic repertoire and pupils' previous experience of language learning
	– has knowledge of contemporary theories of first and second foreign language acquisition (Radišić et al., 2007) and processes in developing plurilingual competence	– has a developed awareness of the need for lifelong learning of foreign languages	– can appropriately integrate content from European documents (e.g. CEFR, European Language Portfolio) into teaching (Newby et al., 2007)
	– has knowledge of the development of language awareness and awareness of language learning	– is able to critically view personal attitudes about linguistic diversity and the importance of plurilingualism (Candelier et al., 2012)	– can plan teaching of elements from other subjects using the target language (Newby et al., 2007)
	– has knowledge of contemporary glottodidactic principles of organizing the process of learning and teaching foreign languages, particularly in the context of early language learning (Radišić et al., 2007)	– has a positive attitude towards developing plurilingual competence in primary school foreign language teaching	– can develop pupils' learning strategies and metalinguistic thought according to their cognitive development (Radišić et al., 2007)
	– has knowledge of contemporary glottodidactic concepts for the development of plurilingual competence	– understands the personal, intellectual and cultural value of learning other languages (Newby et al., 2007)	– can develop pupils' motivation for learning of more than one foreign language
	– has knowledge of the importance of early learning of foreign languages for lifelong development of the plurilingual competence	– is motivated to develop positive attitudes and behaviors of pupils towards plurilingualism	– can develop pupils' ability to self-observe and self-evaluate and the ability to accept responsibility for personal knowledge (Radišić et al., 2007)
	– is familiar with European documents and instruments relevant for foreign language	– is open for cooperation with other colleagues in the teaching process for the purpose of developing pupils' plurilingual competence	– can critically evaluate, select and independently create teaching materials for the
		– is ready to efficiently communicate with other colleagues and parents in	

	Knowledge	Beliefs /Attitudes	Skills
LANGUAGE	teaching and the language policy within the Union (Radišić et al., 2007)	order to familiarize them with the importance of developing pupils' plurilingual competence	development of pupils' plurilingual competence
	– is familiar with specific materials for the development of plurilingual competence and has knowledge to critically evaluate them	– is ready to engage in activities related to creating educational policies appropriate for developing pupils' plurilingual competence	– can critically evaluate the curriculum with respect to expected outcomes in the area of plurilingual competence

	Knowledge	Beliefs /Attitudes	Skills
CULTURE	– has knowledge of the culture/ cultures related to the target culture and own, i.e. pupils' culture (Petravić, 2015b)	– open to other cultures and persons and towards the diversity of cultures and persons in the environment and has a developed interest in them (Candelier et al., 2012)	– can analyze cultural phenomena of more or less known cultures (Candelier et al., 2012)
	– has knowledge of relevant cultural issues, including insight into various concepts of culture with emphasis on the broadened understanding of culture (heterogeneity and dynamics of cultures, complexity of individual cultural identities) (Petravić, 2015b)	– consciously develops his IC (Candelier et al., 2012)	– can use existing intercultural knowledge while learning about new cultures (Candelier et al., 2012)
	– has knowledge of the relationship of language and culture and the specificities of intercultural communication (Petravić, 2015b)	– has a positive attitude towards integrating IC in foreign language teaching (Petravić, 2015b)	– can compare various cultures (Candelier et al., 2012)
	– has knowledge of the process of acquiring IC (Petravić, 2015b)	– is ready to learn and change personal attitudes, beliefs and manners of teaching for the purpose of developing pupils' IC (Petravić, 2015b)	– can critically evaluate the level of personal IC and own didactic-teaching competences for developing pupils' IC (Petravić, 2015b)
	– has developed knowledge of the political and ethical dimension of developing IC in foreign language teaching and the influence on the development of pupil identity (Petravić, 2015b)	– is ready to confront attitudes (and stereotypes) of pupils regarding their own culture and cultures related to the target language as a starting point for developing attitudes which support IC (Petravić, 2015b)	– can select and apply appropriate strategies, techniques, activities for the development and (self) evaluation of pupils' cognitive, affective and pragmatic dimension of IC with emphasis on integrating linguistic and intercultural competence (Petravić, 2015b)
	– has knowledge of didactic and teaching aspects of developing pupils' IC (Petravić, 2015b)	– is ready to effectively communicate with colleagues and parents in order to familiarize them with the significance of developing pupils' IC	– can critically evaluate the curriculum with respect to the expected outcomes in the area of IC
		– is ready to engage in activities related to creating educational policy supportive of the development of IC	– can critically evaluate, select, adapt and independently develop teaching materials for developing IC (Petravić, 2015b)
		– is aware of the necessity of lifelong education relating to the culture of the target language (Petravić, 2015b)	– can create teaching situations suitable for the development of IC (Petravić, 2015b)
			– can develop pupils' motivation for developing IC
			– can productively handle the heterogeneity of the cultural environment and group of pupils (Petravić, 2015b)

Appendix 2.

Analytical matrix based on which the analysis of programs of study was carried out

Faculty: Program of study:	Course:	Explicitly related	Implicitly related	Not related
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1. Educational policy components

Plurilingualism and society

Plurilingualism and linguistic domination

Linguistic diversity of the EU

Language policy concepts of the EU

Documents of the Council of Europe relevant for FLT

Development of PC in curricular documents of the Republic of Croatia

Development of IC in curricular documents of the Republic of Croatia

2. Elements for developing PC – theoretical foundations

Basic concepts of plurilingualism

Theories of language acquisition and mastery of foreign languages

Theories of plurilingual language acquisition

Language awareness in the process of acquiring languages

Learning styles and strategies in the process

of learning (foreign) language(s)

Comparison of linguistic systems

3. Didactic – teaching methodology components for developing PC

Approaches to early foreign language learning

Contemporary glottodidactic concepts for developing PC

Plurilingualism versus the lingua franca concept

Integration of Council of Europe documents in teaching

Selection / adaptation / development of materials for developing PC

4. Elements for developing IC – theoretical foundations

Dimensions and concepts of culture

Relationship between language and culture

Components and features of intercultural communication

Characteristics of cultures related to the target language

Characteristics of own culture from the aspect of developing IC

Comparison of cultures

Processes of acquiring IC

5. Components for developing IC in FLT

Use of instruments for the self-evaluation of IC

Theoretical concepts of IC in FLT

Models of IC in FLT

Teaching content, forms and processes for developing IC In teaching

Selection / adaptation / development of materials for developing IC

6. Promotion of the importance of developing PC and IC in FLT

Stakeholders in education relevant for the successful development of PC and IC

The role of foreign language teachers in the promotion of PC and IC

Manners of promoting the importance of developing

PC and IC among stakeholders in education

Priprema li inicijalno obrazovanje učitelje njemačkog i engleskog jezika za razvoj višejezične i međukulturne kompetencije učenika? – Analiza studijskih programa

Sažetak

Višejezični pristup učenju stranih jezika stavlja učitelje stranih jezika pred izazov objedinjenog razvoja višejezične i međukulturne kompetencije učenika. Kako bi se dao odgovor na pitanje jesu li učitelji engleskog i njemačkog jezika po završetku svog inicijalnog obrazovanja spremni za ostvarenje tih ciljeva u nastavi, istražena je zastupljenost sadržaja za razvoj višejezične i međukulturne kompetencije u deset studijskih programa prema kojima se obrazuju učitelji engleskog i njemačkog jezika u Hrvatskoj. Rezultati kvantitativne i kvalitativne analize sadržaja u silabima pojedinih obveznih kolegija svakog studijskog programa pokazuju da su, ukupno gledano, i u studijskim programima engleskog, i u studijskim programima njemačkog jezika sadržaji za razvoj međukulturne kompetencije zastupljeni u vrlo malom broju, a zastupljenost sadržaja za razvoj višejezične kompetencije u gotovo je svim analiziranim studijskim programima neznatna. Navedeno upućuje na zaključak da postojeće inicijalno obrazovanje učitelja engleskog i njemačkog jezika ne osposobljava u dovoljnoj mjeri za zahtjeve koje pred njih stavlja višejezični pristup učenju stranih jezika.

Ključne riječi: *inicijalno obrazovanje učitelja engleskog i njemačkog jezika; međukulturna kompetencija; nastava stranih jezika; višejezična kompetencija; višejezični pristup učenju jezika.*