



The Danish National Centre for Foreign Languages

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Becoming a teacher in Denmark



- Pre-service:
 - Teacher education 4 years
 - Three teaching subjects (120 ECTS total – 50+ 35+35)
 - General pedagogical subjects (70 ECTS)
 - Practice placements – short and long (40 ECTS)
 - Language as a subject:
 - English: 35/50 ECTS
 - German/French: 35 ECTS
 - Prerequisites: High school -
 - English: Min. 11 years (B2)
 - German: Min. 7 years (B1)
 - French: Either min. 7 years or 3 years (high school only)

Content areas in general (until 2023)



- New regulations as of 2023, but easier to get an overview:

English	German	French
<ul style="list-style-type: none">• Linguistic competence and language teaching• Language acquisition and foreign language teaching• Intercultural competence in the subject of English	<ul style="list-style-type: none">• Communication, culture and internationalization• Language• Language acquisition• Foreign language pedagogy	<ul style="list-style-type: none">• Test, culture, intercultural competence and societies in the French-speaking world• Language and language teaching• Language acquisition processes and foreign-language competence• Foreign language pedagogy

Language teacher education characteristics:



- It is not a language proficiency course
- Language proficiency learned more as EMI (GMI/FMI)
 - About 1.5 m Euros given over 3 years to strengthen esp. oral proficiency (until end of 2024)
- It is first and foremost a foreign-language pedagogy course
- It is closely linked to a practical aspect

Analysis of FL-student teachers' language cognitions, experiences, and expectations

- Conscious and socially motivated choice to become teachers
- Generally happy with their training
 - Teachers before language teachers
 - Choice of English: “Natural”
 - Choice of German (and French): requires long explanations and justifications
 - Societal discourse, family, friends, fellow students
 - Good connection between theory and practice
 - And when there isn't, it's not good
 - Worries:
 - Own proficiency (and parents/colleagues and native speaker students in the classroom)
 - Motivating students (Especially German (and French))
 - Being a teacher (differentiation, inclusion etc.)

 Simplified results

Continuous professional development of in-service teachers



- NO requirements
- Options:
 - Master of foreign-language pedagogy (Copenhagen University) 60 ECTS
 - Language advisor (of colleagues) 30 ECTS (new)
 - Recent pedagogical developments
 - Intercultural competence and CLIL
 - Being an advisor
 - Language teacher associations hold brief courses (often very practical)
 - Other master's degrees, e.g. Master of ICT and learning (not language-specific)

AI and language teaching and exams



- The current ministerial response in relation to schools:
 - Digital (pen and) paper
 - A window where you can do nothing but write
 - Internet access necessary due to online dictionaries etc.
 - Not sustainable in the long run
- In general:
 - Need to re-think language curricula
 - What do students (of all levels) need to learn?
 - What competences should they have?
 - How can we ensure (and check) that they get and have these?