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**Greek Language Teacher  
Education for Teaching Greek as  
an Additional Language in Greek  
Secondary Schools**

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## **Greek Language Teacher Education for Teaching Greek as an Additional Language in Greek Secondary Schools**

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### **Abstract**

The aim of this paper is to reveal the pre-service and in-service preparation of Greek language teachers (GLTs) in terms of the teaching of Greek as an additional language (GAL) in the multicultural environment of Greek secondary schools. The necessity of teaching GAL has recently appeared in the Greek educational system as increasing numbers of immigrant students have been appearing in Greek public schools for economic and political reasons during the last fifteen years. Therefore, GLTs, who are trained to teach Modern Greek language and literature to Greek language majority pupils in Secondary Education, are expected to teach GAL to Greek language learners (GLLs) in mainstream classrooms. In this paper, first, I stress the necessity of adequate preparation of GLTs during their teacher education to teach GAL in the mainstream classroom. Second, I discuss the professional knowledge base that GLTs are expected to develop to teach GAL. The research aims to probe if Greek Language Schools in Greece and in-service programmes conducted during the programme '*Inclusion of repatriate and immigrant children in secondary education (Gymnasium)*' (2006-2008) provided adequate training to GLTs to teach GAL. Hence, I analyzed the curriculum content of the pre-service and in-service programmes adopting both quantitative and qualitative content analysis. Research findings stress the inefficient preparation of GLTs to teach GAL in the multicultural classroom.

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## 1.0. Introduction

Over the past 15 years, Greece has become a host country for many economic and political refugees and immigrants from Eastern European countries. This reality has had an impact on the Greek educational system which has had to cope with an increasing number of refugee and immigrant pupils, whose mother tongues are different from that of the official language of the Greek school and of the society. To cope with this reality, the schools need to shape their educational goals, taking account of the needs of all pupils regardless of their linguistic and cultural background. From this perspective teachers, who contribute to the fulfilment of the goals of the school, need to be adequately prepared to cope with the demands of this reality. In other words, during their professional development teachers need to develop the professional knowledge base to meet the needs of both Greek language majority learners and Greek language learners (GLLs)<sup>1</sup>. In this way, equal educational and social opportunities will be provided to all pupils regardless of their linguistic and cultural background.

An important factor that contributes to the academic achievement and social integration of GLLs is learning the official language of the mainstream society, in this case, the Modern Greek language<sup>2</sup>. Language is the medium that helps pupils to communicate with others and to develop their conceptual competence (for further discussion see Davison & Williams, 2001; Goodwin, 2002). This will help GLLs to reach their age-appropriate academic level, socialise and integrate into the dominant society. GLLs who have developed communicative and academic language skills will have a better opportunity to actively engage in classroom activities and learn the curriculum content (for further discussion see Cummins, 2000; Genesee, 1994; Gibbons, 2009). In this way, GLLs will be included in the school environment and they will be developed academically. It is important, therefore, for teachers to help these pupils to learn, understand and use the Greek language in the classroom to provide them with equal educational and social opportunities.

In the Greek reality, teachers who are expected to teach Greek as an additional language (GAL)<sup>3</sup> in secondary schools are Greek language teachers (GLTs) (*φιλόλογοι*). During their teacher education, GLTs have been prepared to teach the Greek language to Greek language majority pupils. For this reason, they are the only teachers of the secondary school who are qualified to teach subjects related to the Greek language in the mainstream classroom. In light of this, GLTs are expected to teach the Greek language to all pupils, including GLLs, and as there are no specialist GAL teachers. This is evident from analysis of the university curriculum content.

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<sup>1</sup> In this study, Greek language learners are considered the immigrant and refugee pupils who are placed in Greek public schools and are expected to learn Greek language. I adopt this term influenced by the term 'English language learners' used in the Anglo-Saxon literature to describe pupils who are expected to learn English as an additional language. In adopting the term GLLs, I am aware that GLLs are not a homogenous group but have distinct and different needs and backgrounds.

<sup>2</sup>From now on, when I refer to the Greek language, I mean Modern Greek language, following Holton, Mackridge, and Philippaki-Warbuton (1997) and not Ancient Greek language.

<sup>3</sup>In this study, I adopt the term Greek as an additional language influenced by the term 'English as an additional language' used in the Anglo-Saxon literature to describe the language that has been learned in addition to mother tongue. I have not used the terms 'first', 'second' and 'foreign' language because, as Dewey and Leung (2010) argue, by using these terms 'the sociolinguistic complexity of multilingual societies' (p. 8) has not been taken into account (for further discussion see Dewey & Leung, 2010).

Only the departments that educate GLTs have included some classes on GAL, while other departments, such as Maths and Physics, do not prepare teachers to teach the Greek language through their curriculum content.

It is necessary for GLTs to be adequately prepared to teach GAL in the mainstream classroom. Except for the Decree Φ10/20/Γ1/708 (1999), with which the Integration classes I and II (*Τάξεις Υποδοχής I και II*)<sup>1</sup> have been established, no educational policy has been established to support the education of GLLs in the regular school. The Ministry of Education, Lifelong Learning and Religious Affairs has not provided a dedicated curriculum or teaching materials to help teachers to cope with GAL teaching, despite the fact that it has acknowledged the need for educating GLLs in the regular school. In addition, the Integration classes could not help GLLs to cope with the demands of the school curriculum<sup>2</sup>. It is also important to bear in mind that there have not been many Integration classes<sup>3</sup>. Therefore, the majority of GLLs have been placed in mainstream classrooms by default without having the appropriate linguistic and academic support. Hence, GLTs, who are responsible for the teaching of the Greek language in secondary schools, are expected to design their teaching in mainstream classrooms in such a way as to facilitate the learning of GAL.

Given the description of the Greek reality, it is important for GLTs to be adequately prepared to teach the Greek language in mainstream classrooms. The aim of this paper is to reveal the pre-service and in-service preparation of GLTs in terms of the teaching of GAL in the multicultural environment of Greek secondary schools. In particular, I aim to examine the adequacy of the preparation provided to GLTs by the pre-service and in-service teacher education programmes.

## **2.0. The professional knowledge base that Greek language teachers are expected to develop to teach Greek as an additional language in the mainstream classroom**

The aim of language teacher education programmes is to help teachers to develop a professional knowledge base to cope adequately with the demands of their profession. In particular, these programmes should provide courses promoting the development of theoretical knowledge, general pedagogical knowledge, knowledge-how and skills of

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<sup>1</sup>These classes were established by the Ministry of Education, Religious Affairs and Lifelong Education in 1999. In these classes, GLLs attend intensive Greek language courses for a number of hours per week outside the mainstream classroom. Their aim is to help GLLs to acquire as quickly as possible the basic skills in the Greek language to participate in the courses of the mainstream classroom.

<sup>2</sup>The Integration classes have been considered ineffective in preparing GLLs for the mainstream classroom for a number of reasons. Firstly, the majority of GLLs tend to have low performance because of the minimum amount remaining in these classes (see Cummins, 1996; Cummins, 2000). Secondly, the aims of these classes have focused only on the transmission of Greek language skills, while ignoring the importance of developing subject-specific academic language skills (see Genesse, 1994). Thirdly, the majority of teachers who have been teaching in these classes are inexperienced and no specific curriculum or materials have been defined (see Mitakidou, et al, 2009; Tsoleridou, 2001). Finally, the use and development of GLLs' mother tongues and culture have not been promoted (see Xatzidaki, 2000), despite the positive consequences from developing their mother tongue (see Cummins, 1996; Cummins, 2000).

<sup>3</sup> For example, in 2006-2007, there were only 34 Integration classes I and II for secondary schools, even though in the same academic year, there were 37,584 immigrant pupils in Greek secondary schools (IPODE, 2007).

critical reflection and classroom research (Graves, 2009; Richards, 2008). They should also enable teachers to engage in practicum in real classroom settings to connect theory with practice (ibid). In this way, teachers will be able to develop the knowledge and skills that will help them teach the subject of language in classroom settings.

GLTs are expected to develop theoretical knowledge, which will enable them to learn about the subject of teaching, that is, the Greek language and teaching methodology. This knowledge embraces theories about the Greek language itself, GAL acquisition and learning, and about other aspects of Applied Linguistics as well as teaching methodology (see Freeman, 1989; Johnson, 1992; Woods, 1996). The courses tend to include topics such as discourse analysis, language structure, phonology, syntax, second language acquisition, psycholinguistic, sociolinguistics and teaching methodology (Crandall, 2000; Menken & Antunez, 2001; Richards, 2008). This knowledge is important, as GLTs will have the opportunity to understand how the Greek language is structured, used and taught.

Despite the fact that this knowledge tends to enable GLTs to teach GAL, it is widely recognised that it is not enough for adequately teaching an additional language (Johnson, 2009). Theoretical knowledge is university research-based and tends to be disconnected from the classroom reality. In light of this, teachers tend to have difficulties in applying this knowledge in practice (Johnson, 1999). For this reason, they need to understand how they could use this knowledge in classroom settings, taking into account the needs of pupils, classroom context, and their own beliefs about teaching and learning (Johnson, 1996, 1999). In other words, GLTs should be able to combine theoretical knowledge with the knowledge of how to teach GAL in classroom settings.

Knowledge-how is the knowledge that will help GLTs to adapt their teaching in a particular situation and make GAL teaching understandable to pupils (see Richards, 2008). The courses tend to embrace topics such as strategies of evaluating GAL teaching approaches, ways of development and evaluation of GAL teaching materials and curricula, as well as strategies of assessing the language level of language minority pupils (see Crandall, 2000; Menken & Antunez, 2001). It also tends to help GLTs to develop communication skills and skills of analysing the context and the needs of pupils (Freeman, 1989; Garcia, 1996). These skills will enable them to adapt their teaching in different situations and to explain explicitly the curriculum content to pupils, taking account of the needs of pupils and the classroom context. As such, they will be able to facilitate the learning of GAL in the mainstream classroom.

A third kind of professional knowledge is the general pedagogical knowledge which will enable GLTs to learn about the management and organisation of the classroom as well as about intercultural pedagogy (Lucas & Grinberg, 2008). This knowledge tends to refer to broad principles of organising and managing a classroom as well as to the way of providing motivation to all pupils. It also tends to refer to intercultural pedagogy, the connection between language and culture and to the negative consequences of racism and stereotypes (Menken & Antunez, 2001). In this way, GLTs will be able to learn how to cope with the linguistic and cultural diversity in their classroom.

It is also necessary for GLTs to develop skills of critical reflection and classroom research (see Richards, 2008). The personal theories of teachers tend to influence the way they interpret teaching situations (Borg, 2006; Graves, 2009). From this



perspective, programmes should help GLTs to examine their personal theories through critical reflection. In this way, GLTs will be able to explain the reasons they adopt specific teaching actions. In addition, by developing classroom research skills, they will be able to conduct research in their classroom, trying to explain and understand different practical problems. Thus, they will be able to improve their teaching and facilitate language learning (see Eraut, 1994; Johnson, 1996).

GLTs should also be able to engage in practicum during their teacher education. In this way they will have the opportunity to understand how to teach in a particular classroom context (see Graves, 2009). It is important for GLTs to learn how to modify their teaching because of the impact of different contextual factors on it (Borg, 2003, 2006). In light of this, GLTs need to understand in practice how to cope with different contextual factors to be able to teach in different contexts. From this perspective, GLTs will have the opportunity to understand the teaching process and improve their teaching before recruitment in the teaching profession.

In order then to teach GAL in the mainstream classroom, GLTs are expected to develop and combine different kinds of knowledge and skills. These kinds of knowledge and skills are interconnected and one informs the other (Woods, 1996). For this reason, GLTs need to be able to combine them to cope with the complexity of GAL teaching in linguistically and culturally diverse classrooms.

### **3.0. The study**

The purpose of this study is to examine the pre-service and in-service preparation of GLTs in terms of the teaching of GAL in the multicultural environment of Greek secondary schools. This study firstly aimed to understand the importance of the subject of GAL teaching in the Greek Language Schools<sup>1</sup> at an undergraduate and postgraduate level during 1996-2010<sup>2</sup>. It secondly aimed to understand the kind of preparation provided to GLTs by the Greek Language Schools and in-service programmes conducted during the programme '*Inclusion of repatriate and immigrant children in secondary education (Gymnasium)*' (2006-2008)<sup>3</sup>. Through this, I will be able to understand the adequacy of GLTs' preparation.

Seventy-three university curricula of Greek Language Schools from 1996 to 2010, and 13 in-service programmes, which were conducted during the programme '*Inclusion of repatriate and immigrant children in secondary education (Gymnasium)*' (2006-2008), were collected.

#### ***3.1. Data collection and data analysis***

Firstly, I examined the courses related to GAL teaching provided by the Greek Language Schools at an undergraduate and postgraduate level from 1996 to 2010. To

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<sup>1</sup>In Greece, there are six Greek Language Schools: the one of the National and Kapodistrian University of Athens, of the Aristotle University of Thessaloniki, of the University of Crete, of the University of Peloponnesus, of the University of Ioannina and of the University of Thrace.

<sup>2</sup>I chose the university curricula from 1996 because of the establishment of the Law 2413 (1996), which was the first law referring to the Intercultural Education in Greece.

<sup>3</sup> I chose this programme as it was the first one which was referring to the teaching of GAL in the secondary school.

do this, I examined: a) the number of courses related to GAL teaching<sup>1</sup>; b) the number of courses that were taught per academic year in each School; c) the type of courses - if they were compulsory, compulsory by choice or optional; d) the kind of professional knowledge base (theoretical knowledge, general pedagogical knowledge, knowledge-how, skills of critical reflection and classroom research, and practicum) provided to GLTs. Through this investigation, I will be able to understand the importance of GAL teaching in GLTs' preparation.

Secondly, I examined the content of related courses to understand the kind of preparation provided to GLTs. To do this, I adopted qualitative content analysis as a method of data collection and data analysis. In particular, the unit of analysis was the abstract of related courses, which were identified by the previously described process. The texts were divided into meaning units that were condensed. The condensed meaning units were abstracted and labelled with a code. The process of coding was inductive and deductive, that is, the codes emerged out of both data and theories of professional knowledge base. The iterative coding process resulted in a coding scheme with four main categories: 1. Theoretical Knowledge, which had two subcategories: a) Linguistic Knowledge and b) Teaching Methodology, 2. General Pedagogical Knowledge, 3. Knowledge-how and 4. Practicum. The categories were expected to be mutually exclusive and exhaustive. The categories were discussed by two researchers and revised. A process of reflection and discussion resulted in agreement about how to sort the codes.

#### **4.0. Results**

In this section, I first presented the courses related to GAL teaching provided by the Greek Language Schools. I then presented the results that emerged out of the qualitative content analysis of the curricula of these Schools and of the in-service programmes.

##### ***4.1. Courses related to GAL teaching in the curricula of Greek Language Schools at undergraduate and postgraduate levels<sup>2</sup>***

Few courses related to the teaching of GAL were provided at an undergraduate level while more courses were provided at a postgraduate level because of the existence of two postgraduate programmes related to the teaching of Greek as an additional language. The most courses were provided only by two Schools and by the Linguistic Departments.

By researching the number of courses per academic year, I will be able to understand when the Linguistic Departments considered these courses important enough to introduce to their curriculum. In 1999-2000, the Linguistic Department of the Aristotle University of Thessaloniki (AUTH) was the first to introduced two related courses at an undergraduate level. The others departments started including courses in their curricula from 2003-2004, but not at a steady pace. In 1996-1997, the Linguistic Department of the National and Kapodistrian University of Athens was the

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<sup>1</sup>The courses should include in their title or abstract the phrases 'teaching of Greek as a second/ foreign language', 'second language acquisition', 'Applied Linguistics', 'second/ foreign language'.

<sup>2</sup> See Appendix 1 for related tables.

first to introduce 12 courses at a postgraduate level. The Linguistic Department of the AUTH introduced many courses in the academic years 2003-2007 because of the launch of a postgraduate programme related to GAL teaching. The other institutions did not provide related courses at a postgraduate level.

The examination of the type of courses will enable me to understand the importance of these courses<sup>1</sup>. At an undergraduate level, the most courses were compulsory by choice while the least courses were compulsory. At a postgraduate level, the most courses were compulsory while the fewest courses were compulsory by choice. There were not optional courses.

Researching the kind of knowledge and skills provided by these Departments will enable me to understand the kind of the preparation that GLTs had. At an undergraduate level, all courses promoted the development of theoretical knowledge and no courses included general pedagogical knowledge, knowledge-how or skills of critical thinking and classroom research. Only one Department provided practicum. At a postgraduate level, the most courses promoted the development of theoretical knowledge while few courses promoted the development of knowledge-how and general pedagogical knowledge. Finally, the two Departments, which provided related courses, provided a practicum.

#### ***4.2. The kind of preparation provided to Greek language teachers by the Greek Language Schools and by the in-service programmes<sup>2</sup>***

At an undergraduate level, the courses included in the subcategory 'Linguistic Knowledge' focused only on theories of second language acquisition. There were no courses focusing on the structure and the use of the Greek language itself. The courses included in the subcategory 'Teaching Methodology' informed students about the additional language teaching approaches. Practicum was provided only by one Department, which sought to engage students in teaching in multicultural classrooms. The other kinds of knowledge and skills were not provided.

At a postgraduate level, the courses included in the subcategory of 'Theoretical Knowledge' informed students about the Greek language itself and additional language teaching approaches. The courses included in the category 'General Pedagogical Knowledge' aimed to inform students about the organization of a classroom and not of a multicultural classroom. The courses included in the category 'Knowledge-how' were not enough to prepare Greek language teachers, as they did not prepare them to adapt their teaching taking into account different contextual factors. During the practicum, students had the opportunity to both observe and teach the Greek language to adult students who were learning the Greek as a second/foreign language.

The aim of the 13 examined in-service programmes was to prepare Greek language teachers to teach the Greek language in culturally and linguistically diverse

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<sup>1</sup> The departments set a course as compulsory when they argue that it is very important for the students to attend these lessons. They set a course as compulsory by choice when they argue that the course is important but students have the chance to choose a course based on their own academic interests. Finally, they set a course as optional when they do not consider it as important and the absence of this course will not affect the curriculum implementation. They, however, provide these courses to give the opportunity to students to choose courses based on personal interests.

<sup>2</sup> See Appendix 2 for the content of these courses.

classrooms. In these programmes, only two sessions promoted the development of theoretical knowledge which referred to additional language teaching approaches and second language acquisition. Five sessions were included in the category of 'General Pedagogical Knowledge' which informed teachers about the organization and management of multicultural classrooms. The other 32 sessions were included in the category of 'Knowledge-how'. These courses informed teachers about how to teach GAL in particular settings. No practicum was provided in these programmes, probably because the participant teachers were already teaching in schools.

## **5.0. Discussion and conclusion**

According to the research results, GLTs have not had adequate preparation during their undergraduate and postgraduate education. The Greek Language Schools provided a minimal number of courses relating to GAL teaching. This means that a minimum number of GLTs had the opportunity to attend these courses. It also means that the Schools did not consider this subject important for preparing GLTs for school reality. Over the academic years, the related courses did not increase in steady pace and their introduction was not stable. This probably means that teacher educators interested in the particular subject introduced these courses in the university curricula. From this perspective, the purpose of the curricula of Greek language Schools were not adapted to meet the demands of the educational reality despite the necessity for preparing GLTs for the multilingual and multicultural classroom. The courses were provided only by the Linguistic Departments. This means that only students who were interested in Linguistics and especially those who were interested in the particular subject attended these courses. In addition, the most courses were compulsory by choice, which shows that they were not considered important enough for preparing GLTs for classroom reality. In light of this, the subject of GAL teaching was not considered important by the Greek Language Schools to prepare GLTs for the school reality.

Most courses focused on the development of theoretical knowledge rather than on the development of general pedagogical knowledge, of knowledge-how and of critical thinking skills and classroom research skills. The learning of these theories does not enable GLTs to cope with the complexity of GAL teaching in a classroom. GLTs need to develop knowledge and skills that will help them to evaluate the theoretical knowledge acquired during their teacher education (Brown, 2000; Nunan, 1991; Woods, 1996). They also need to learn how to adapt this knowledge in practice and combine different kinds of knowledge and skills taking account of different contextual factors (Borg, 2003). In this way, they will be able to cope with GAL teaching demands. In terms of practicum, GLTs attended an insufficient practicum, as GLTs did not have the opportunity to spend a lot of time in classrooms. From this perspective, the teacher education programmes of Greek Language Schools did not provide an adequate preparation to GLTs to teach GAL in the mainstream classroom.

The 13 in-service teacher education programmes promoted mostly the development of knowledge-how and general pedagogical knowledge. The sessions that promoted the development of theoretical knowledge were not enough to help teachers to learn about the structure and uses of the Greek language as well as about additional language teaching approaches. By developing knowledge-how without a

connection with theoretical knowledge, there is a danger of developing specific teaching practices and strategies, which teachers may adopt in every situation without taking into account different contextual factors (Freeman, 1989). The lack of practicum, also, did not help teachers to practice the knowledge and skills that they had learned before teaching in their classrooms. There were also no courses promoting the development of skills of critical reflection and classroom research. These programmes, therefore, did not help teachers to develop the appropriate professional knowledge base, despite the fact that they provide knowledge-how and general pedagogical knowledge, that university curricula were not provided.

In conclusion, the preparation of GLTs to teach GAL in the mainstream classroom is necessary because of the placement of a significant number of GLLs in the mainstream classroom without providing them a linguistic and academic support. However, GLTs did not have an adequate preparation during their professional development because teacher education programmes did not enable them to develop the professional knowledge base to cope with the demands of GAL teaching. For this reason, authorities of initial and in-service teacher education need to redesign these programmes attempting to integrate the particular subject so that GLTs are prepared adequately for this reality and provide equal opportunities to all pupils.

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**Appendix 1: Tables emerged out from quantitative content analysis**

**Table 1: Number of courses related to GAL teaching at an undergraduate and a postgraduate level**

Greek Language Schools	Number of courses at an undergraduate level	Number of courses at a postgraduate level
AUTH	10 (45,45%)	66 (29,60%)
UOA	3 (13,63%)	157 (70,40%)
University of Crete	8 (36,36%)	-----
University of Peloponnesus	1 (4,54%)	-----
<b>Total</b>	<b>22</b>	<b>223</b>

**Table 2. Related courses per academic years at an undergraduate level**

Academic Years	Number of courses - UOA	Number of courses - AUTH	Number of courses - University of Crete	Number of courses - University of Peloponnesus
1999-2000	-----	2 (9,09%)	-----	-----
2000-2001	-----	1 (4,54%)	-----	-----
2001-2002	-----	-----	1 (4,54%)	-----
2003-2004	-----	-----	1 (4,54%)	-----
2004-2005	-----	-----	1 (4,54%)	-----
2005-2006	-----	1 (4,54%)	1 (4,54%)	-----
2006-2007	1 (4,54%)	1 (4,54%)	1 (4,54%)	-----
2007-2008	-----	2 (9,09%)	1 (4,54%)	-----
2008-2009	1 (4,54%)	2 (9,09%)	1 (4,54%)	-----
2009-2010	1 (4,54%)	1 (4,54%)	1 (4,54%)	1 (4,54%)

**Table 3. The number of courses per academic year at a postgraduate level**

Academic Years	Number of courses of UOA	Number of courses of AUTH
1996-1997	12 (5,38%)	-----
1998-1999	12 (5,38%)	1 (0,44%)
1999-2000	13 (5,82%)	5 (2,24%)
2000-2001	12 (5,38%)	5 (2,24%)
2001-2002	13 (5,82%)	2 (0,89%)
2002-2003	13 (5,82%)	5 (2,24%)
2003-2004	11 (4,93%)	15 (6,72%)
2004-2005	14 (6,27%)	9 (4,03%)
2005-2006	14 (6,27%)	12 (5,38%)
2006-2007	15 (6,72%)	8 (3,58%)
2007-2008	-----	1 (0,44%)
2008-2009	14 (6,27%)	1 (0,44%)
2009-2010	14 (6,27%)	2 (0,89%)

**Table 4. Type of course at an undergraduate and a postgraduate level**

Type of courses	Number of courses at undergraduate level	Number of courses at postgraduate level
Compulsory	3 (13,63%)	157 (70,40%)
Compulsory by choice	10 (45.45%)	66 (29.59%)
Optional	9 (40.9%)	-----
<b>Total</b>	<b>22</b>	<b>223</b>

**Table 5. Kind of courses at undergraduate and postgraduate level**

Kind of knowledge and skills	Number of courses at an undergraduate level	Number of courses at a postgraduate level
Theoretical knowledge		
Linguistic knowledge	2 (25%)	29 (49,15%)
Teaching methodology	6 (75%)	15 (25,42%)
General Pedagogical knowledge	-----	3 (5,08%)
Knowledge-how	-----	12 (20,33%)
Skills of critical reflection and classroom research	-----	-----
Practicum	University of Patra	UOA and AUTH
<b>Total</b>	<b>8</b>	<b>59</b>

**Appendix 2: Kind of professional knowledge provided by related courses**

Levels / Kind of knowledge	Undergraduate level	Postgraduate level	In-service programmes
Linguistic knowledge	-Theories about language production and comprehension -Psycholinguistic theories -Theories of second language acquisition	-Theories of second language acquisition -Comparison between the of the Greek language and of other minority languages -Discourse analysis -Sociolinguistics -Greek language itself	-Second language acquisition theories



<b>Teaching methodology</b>	<p><b>-Theories and approaches of teaching an additional language</b>  <b>-Theories of teaching Greek as an additional language</b></p>	<p><b>Additional language teaching approaches</b>  <b>-Theories of teaching an additional/ foreign language</b></p>	<p><b>-Language teaching approaches</b></p>
<b>General pedagogical knowledge</b>	<p><b>Classroom organisation</b>  <b>The role of the teacher</b>  <b>-The influence of context</b></p>	<p><b>-Ways of coping with the linguistic and cultural diversity in the classroom</b>  <b>-The role of the teacher in the multicultural society</b>  <b>-The aims of the educational system</b>  <b>-The Greek educational policy for intercultural education</b></p>	
<b>Knowledge-how</b>	<p><b>Strategies for teaching Greek as a foreign language</b>  <b>-Strategies for evaluating teaching materials</b>  <b>-Use of technology during a lesson</b></p>		<p><b>-Strategies for designing language teaching while taking into account pupils' linguistic needs and classroom context</b>  <b>-Strategies for developing and evaluating teaching materials</b>  <b>-Strategies for using the linguistic errors of pupils</b>  <b>-Strategies for using technology</b>  <b>-Strategies for using drama, music and dictionaries</b>  <b>-Strategies for teaching phonology, morphology, vocabulary and verbs</b>  <b>-Strategies for coping with the linguistic problems of pupils</b>  <b>-Strategies for designing different activities</b>  <b>-Strategies for assessing the academic performance of pupils</b></p>