CLIL Teacher Education in Spain
Magdalena Custodio Espinar

1 European and Spanish Educational Context for CLIL

The European Union (EU) has made a strong commitment to the development of educational and social policies that promote the teaching and learning of second and third languages at schools. Since the publication of the White Paper on Education and Training titled *Teaching and Learning: Towards the Learning Society* by the European Commission in 1995, a clear European aspiration has been “for everyone, irrespective of training and education routes chosen, to be able to acquire and keep up their ability to communicate in at least two community languages in addition to their mother tongue” (Commission of the European Communities, 1995, p. 47). This has led to the widespread adoption of the teaching of two foreign languages in the curriculum for primary and/or general secondary education.

But how are these languages taught? At the beginning of the 1990s, abundant research was conducted in Europe in order to find new

M. Custodio Espinar (©)
Faculty of Education, Universidad Pontificia Comillas, Madrid, Spain

© The Author(s) 2019