

CLIL Teacher Training in Europe

Formación AICLE del profesorado en Europa

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Abstract

The CLIL (Content and Language Integrated Learning) approach, more than a trend, is consolidating its position within the European educational systems. However, its development offers a great diversity as well as various implementation levels throughout the different state members. This unequal development brings a set of consequences, which range from the students' competence results to the organisation of the teacher training system. This paper provides an overview of the CLIL approach's situation in different European countries and of the CLIL teacher training programmes, especially those focusing on pre-service.

Keywords: CLIL, Teacher Training, Bilingualism, Multilingualism, European Educational Systems.

Resumen

El enfoque CLIL (Content and Language Integrated Learning) está pasando de ser una tendencia a consolidarse dentro de los sistemas educativos europeos. Su desarrollo ofrece una gran diversidad y grado de aplicación en los distintos estados de la Unión. Este distinto desarrollo tiene una serie de consecuencias que van desde los resultados en los niveles de competencia de los alumnos a la articulación del sistema de formación del profesorado. En este artículo se muestra una visión global de la situación del enfoque en varios países europeos y los programas de formación al profesorado CLIL, especialmente en su formación inicial.

Palabras clave: CLIL, formación del profesorado, bilingüismo, multilingüismo, sistemas educativos europeos.

1. INTRODUCTION

Over the last decades language policies have been present in the European agenda¹, promoting the value and competence of multilingual skills. Thus, European governments and authorities have been encouraged to carry out programs and projects focused on the development of bilingual and multilingual competences.

These policies have spread to different countries and at different levels throughout Europe. From pre-schooling to higher education and postgraduate degrees, the variety of bilingual education programmes now available is impressive. The possibilities range from projects which use a target language to teach a given topic to long term programmes where most of the subjects are taught in that language.

Nevertheless, most of these programmes share one common feature, which is the CLIL approach. The acronym CLIL (Content and Language Integrated Learning), EMILE (Enseignement d'une Matière par l'Intégration d'une Langue Etrangère) in French, AICOLE/AICLE (Aprendizaje Integrado de Contenidos y Lengua) in Spanish or Bili (Bilingualer Unterricht) in German, is described as an umbrella term for educational practices where non-language subjects, such as physical education or history, are taught through the medium of an additional language (Pérez-Vidal, 2009).

From a theoretical point of view, within a CLIL approach, any language might be the vehicle language or language of instruction; Marsh, Järvinen & Haataja (2007, p. 70) mentioned some examples, nonetheless English has become so far the most used language in CLIL programmes. Evidently this does not occur in the case of countries where English is considered L1, as for example Ireland (see Davitt, 1998) or England where as Hunt, Neofitou, & Redford (2009) point out: «Whilst there are some pockets of good practice in CLIL in England, this approach is still considered to be innovative practice and is not widespread».

¹ See Martyniuk (2011) for a detailed description of these policies.

1.1. CLIL in higher education: Postgraduate, undergraduate level and teacher training

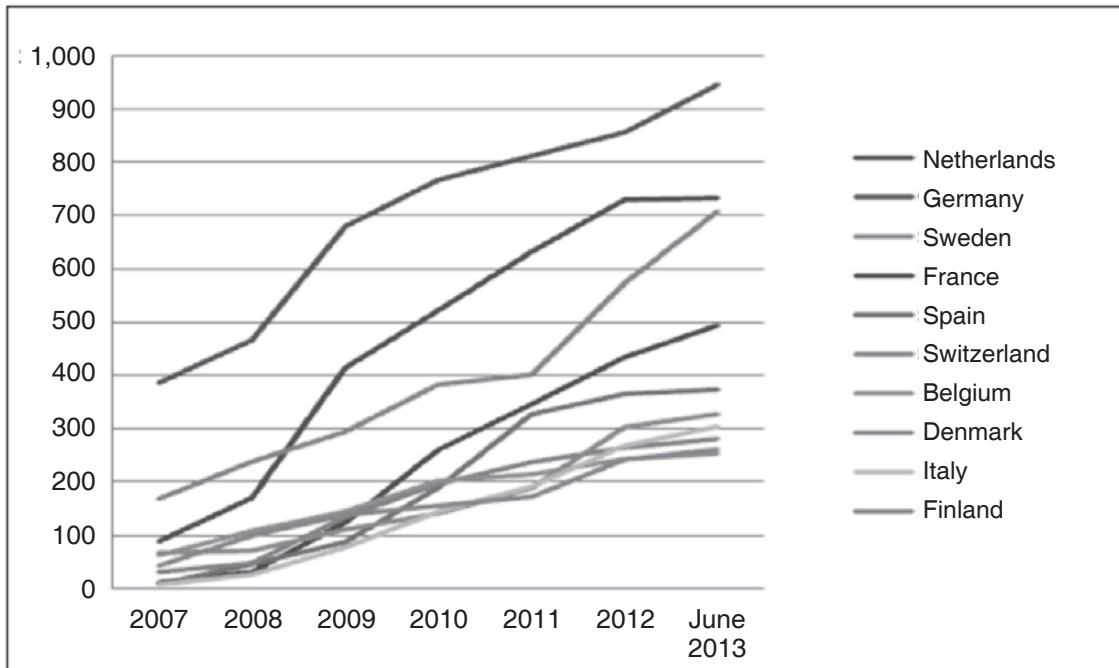
As mentioned above, CLIL programmes have grown in number at a different pace in different countries. Experiences and projects have been objects of research (see Dafouz & Guerrini, 2009; Doiz, Lasagabaster & Sierra, 2013), being CLIL a field which is in constant evolution and an ever-changing phenomenon.

Focusing on higher education, CLIL has experienced an outstanding increase as many publications reveal (Fortanet-Gómez, 2013; Llinares, Morton & Whittaker, 2012; or Smit & Dafouz, 2012a; among others). At this point, it is relevant to mention that some of these publications use the term EMI (English as a Medium of Instruction) as a synonym for CLIL (see Smit & Dafouz, 2012b, pp. 4-5 for further understanding of the terminology).

Reasons for this expansion are varied and related to the globalization process in our society nowadays (Dafouz & Núñez, 2009). Coleman (2006) identifies seven points which justify the increase in the numbers of courses taught in English in higher education: CLIL, internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability and the market in international students. Most of these seven features are firmly related to the Bologna process, its objectives and the ideal of a multilingual Europe.

According to Dafouz & Núñez (2009), in some countries such as in Spain, English taught degrees offer an extra value of differentiation from other universities and could be perceived as a means to make universities appealing and be considered a marketing strategy.

This tendency is confirmed throughout Europe, since over the last decade more undergraduate and postgraduate degrees are taught in English. The following figure shows the total number of master's degrees and their evolution during the last years depending on the host country.

Figure 1. English-Taught Master's Programmes.Source: Institute of International Education².

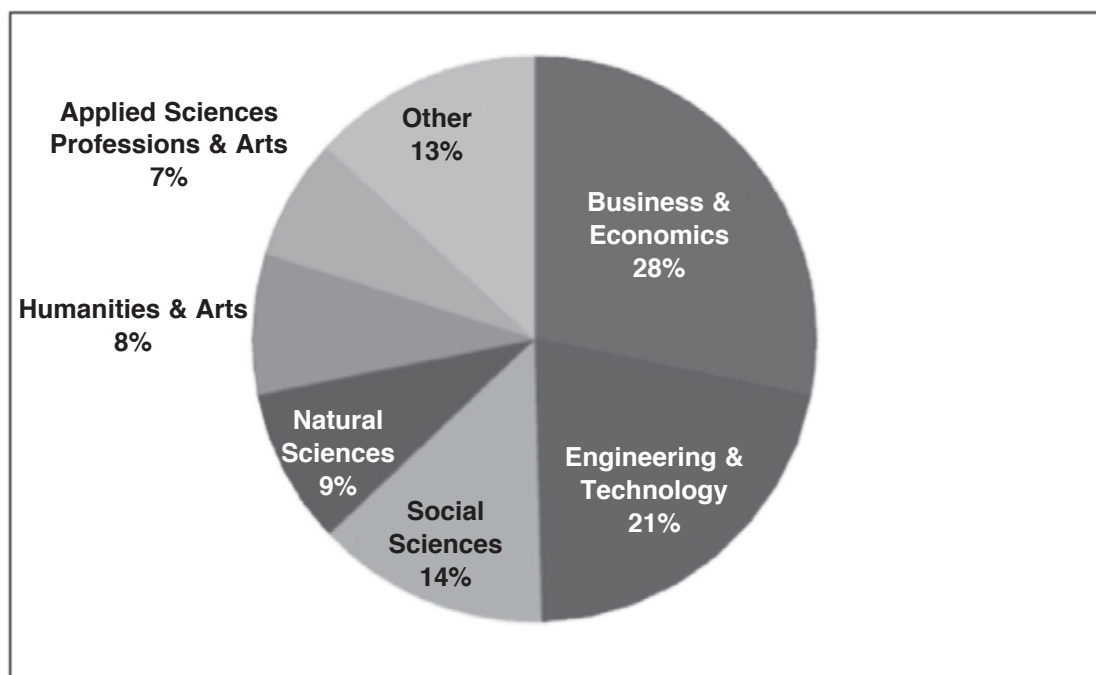
This figure shows the increase in English-taught master's programmes in top host countries from 2007 to 2013. Netherlands and Germany are still on top offering English-taught master's programmes, however in Sweden and Denmark the number of master's degrees offered from 2011 to 2013 has increased by almost 75%.

As regards the courses offered, Dafouz and Núñez (2009, p. 102) state that the most common areas of bilingual programmes in Spain are usually Business Administration and Economics, although there are examples of universities «offering programmes in English, such as Global Economics and Law, Medicine, Engineering and, more recently, the Humanities».

The situation described in Spain corresponds with the one depicted by Breen-White and Faeth (2013) of Europe. Thus, the main disciplines offered are business and economics followed by engineering and technology. According to these authors, these areas are widespread and this situation is constant since 2011.

² See <http://www.iie.org/mobility> [Last accessed: 08/03/2015].

Figure 2. Disciplines of English-Taught Master's Programmes.
Source: Institute of International Education³.



According to these studies, teacher training is not representative within the whole of CLIL programmes as other degrees have received much more attention. Following Dafouz and Núñez (2009, p. 102), the offer of courses by universities seem to be «based mainly on a supply and demand criterion».

The lack of an institutional survey of CLIL in reference to teaching training, as there is for other levels such as primary and secondary with the Eurydice report (2006), makes it difficult to track the ongoing practices at universities and teacher training centres.

Thus, the purpose in this article is to describe the main CLIL teacher training practices throughout Europe, taking into account mainly undergraduate training, since as mentioned before there is a limited offer of postgraduate courses. Nevertheless, some postgraduate instances will be considered due to its unique or specific character. Furthermore, a brief look at challenges and theoretical foundation of CLIL teacher training will be presented in order to have a better understanding of the situation and needs in countries where relevant CLIL practices are taking place.

³ See <http://www.iie.org/mobility> [Last accessed: 08/03/2015].

2. THEORETICAL FOUNDATION AND SITUATION IN DIFFERENT COUNTRIES

Relevant publications and efforts have been devoted to provide teacher training with a theoretical basis within the CLIL approach (see Mehisto, Marsh & Frigols, 2008; Hunt, Neofitou & Redford, 2009; Dafouz, Llinares & Morton, 2010). These efforts are reasonable when considering that teacher training and the teacher role is considered one of the key issues within CLIL for a successful teaching-learning process. Moreover the OECD stated that: «teacher quality is a critical factor in determining student learning» and that «the recruitment and retention of good quality teachers is key to the improvement of school systems» (OECD, 2002, p. 8).

Dafouz et al. (2010) reported on a EU project which aimed to develop a CLIL teacher education framework. The framework which is directed at secondary teachers is based on social-cultural theories of learning which emphasize the interaction taking place in the real and material world.

Figure 3. Areas of CLIL teacher education

Source: Dafouz et al. (2010).

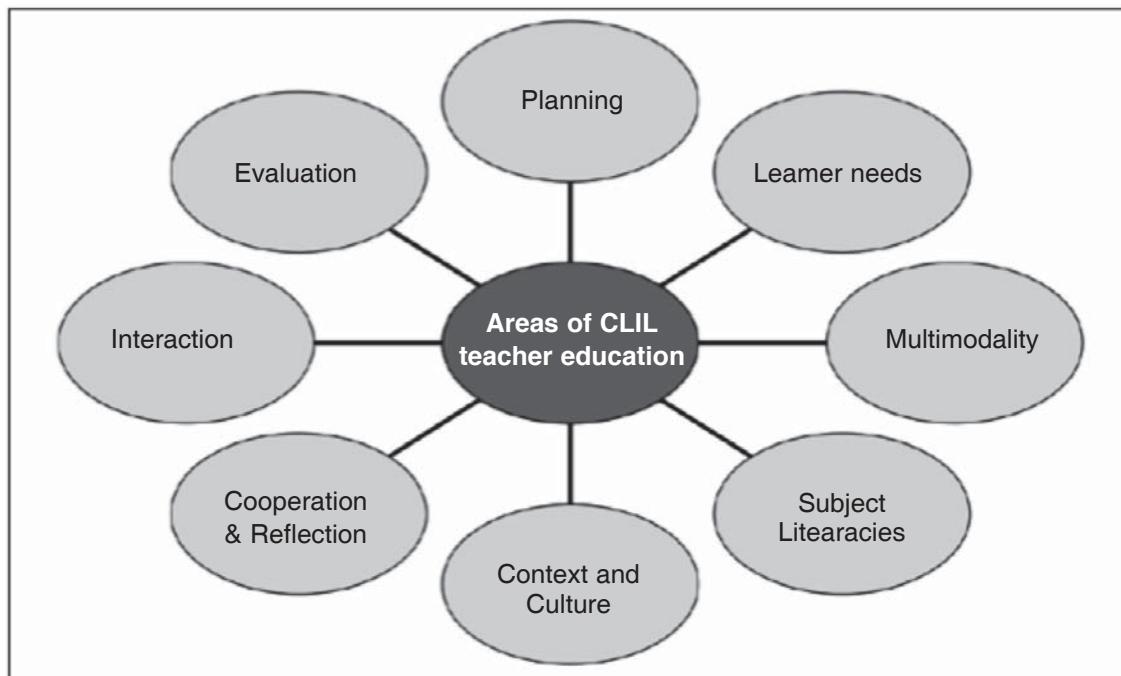


Figure 3 shows the eight areas which should be essential to be taken into account in CLIL teacher training, thus authorities and educational stakeholders should consider this framework when designing teacher training.

Nevertheless it seems that, as Dafouz and Núñez (2009) point out, the private sector offers more flexibility when designing new programmes and courses, since CLIL teachers consider that there is a lack of training as Brüning and Purrmann (2014) state:

There has been and still is an immense deficit in teacher education, teacher training, and in-service teacher training. For a long time, teacher of CLIL had to muddle through on their own and tried what worked best for their students. In other words, they were not trained to teach CLIL lessons at all.

In the Spanish context a similar situation took place when the first CLIL projects started to run in Andalusia and Madrid in 2004. Nevertheless the local authorities made «an exceptional effort to expand and improve the training received by teachers involved in the project» (Miranda & García, 2009). Years later, in-service teachers in primary and secondary had the chance to join teacher training courses on CLIL and improve their foreign language competencies (Olivares Leyva & Pena Díaz, 2013).

As projects keep developing, let us see how teacher degrees and undergraduate training have adopted CLIL training within their planning in different countries.

2.1. CLIL and teacher training in different countries

In order to understand properly the circumstances of every country, a brief summary about the CLIL situation in the context will be provided.

2.1.1. Austria

Foreign language teaching dates back to the 1960s in this country and the amount of exposition hours to a foreign language has been increasing since the early 1980s (Abuja, 2007). This tendency was supported by federal policies which promoted the use of foreign languages in secondary school.

During the 1990s some CLIL projects started to take place (see Abuja, 2007) and since then the number of programmes and initiatives has been steadily increasing until the situation nowadays. At the moment CLIL is integrated in primary school, starting in the first year and providing short periods of time, to finish the primary school with a major exposure to the foreign language. CLIL provision in secondary school varies depending on the personnel available and authorities have encouraged teachers through in-service teacher training to take part in CLIL initiatives. Moreover, in cities such as

Vienna a bilingual network of schools⁴ has been created where native speakers are employed and support the teaching-learning process.

Regarding teacher training, graduates at the teacher training college become qualified teachers in Austria. Secondary teachers usually hold a degree in two subjects and in many cases one of them is a second language which enables the teacher to teach the content subject in the language in which he/she is qualified.

Teacher training colleges offer CLIL courses within the framework of more general subjects. This provision could vary depending on the region and the college, from some lessons to semesters. So far there is no nation-wide coordinated action. As *table 1* shows, CLIL is part of a more general course called *New Perspectives in Foreign Language Teaching*:

Table 1. CLIL training within more general courses.

Fuente: Pädagogische Hochschule Oberösterreich⁵.

NMS 5-2b E New Perspectives In Foreign Language Teaching (NPFLT)	
Credits:	
3	
Studiengang:	Modulverantwortlicher/r:
Sekundarstufe I - Neue Mittelschulen	N.N
Studienjahr/Semester:	Dauer und Häufigkeit des Angebots:
3./5.	ein Semester
Kategorie (Pflicht-, Wahlpflicht- oder Wahlmodul):	Niveaustufe (Studienabschnitt):
Pflichtmodul; studienfachbereichsspezifisches Modul; studien-gangsspezifisches Modul	
Voraussetzungen für die Teilnahme:	
Verbindung zu anderen Modulen bzw. Studienfachbereichen::	
keine	
Bildungsziele:	
<ul style="list-style-type: none"> • Studierende sollen befähigt werden. CLIL in ihren Zweitfächern, sowie im handlungsorientierten Spracherwerb mittels eines Auslandsaufenthaltes erfolgreich umzusetzen 	
Bildungsinhalte:	
Inhaltlich gliedert sich dieses Modul in folgende Bereiche: <ul style="list-style-type: none"> • Principles and challenges in CLIL and its practical application • Language teaching and learning in the UK 	

⁴ See <http://www.stadtschulrat.at/bilingualitaet/catid18/> for further information.

⁵ See http://www.ph-ooe.at/fileadmin/Daten_PHOOE/Ausbildung_APS/2013_09_25_NMS-Curriculum_PH-OÖ.pdf [Last accessed: 08/03/2015].

2.1.2. Finland

As a multilingual state Finland has been using Finnish and Swedish as languages of instruction in schools for a long time, and it has been one of the first countries to adopt CLIL as language policy. During the 1990s the government established that a foreign language could be used as a language of instruction. Following Marsh, Nikula, Takala, Rohiola and Koivisto (1998), CLIL has evolved in Finland in a broad sense, making use of the foreign language in a quite varied range of practices, from short term projects, even units, to long term programmes. The selection of teachers was not a preconceived process, having language teachers teaching content subjects or subject teachers using the foreign language.

The CLIL provision varies depending on the survey. Thus, Wewer (2013) points out a decrease from 11.7% in 1996 to 5.7 in 2005, however the author mentions that these studies were carried out at school level and nowadays municipalities consider that the demand has grown.

Apart from the number of schools providing CLIL programmes, one of the obstacles to understanding to what extent CLIL is present in the Finnish educational system is the autonomy and freedom which every school has to design their own programme. Following Wewer (2013), «the diversity of CLIL in Finland is vast». To illustrate this affirmation the author mentions an example in which two schools in close municipalities might implement CLIL in a completely different manner. The author concludes that these situations lead to inequality of student outcomes and inconsistent CLIL models. Furthermore there is a lack of linguistic CLIL objectives and CLIL curriculum creates serious difficulties for teachers when planning and designing their teaching. This situation might change in the future since it is planned that a reformulated National Core Curriculum will be passed and implemented in 2016.

With regard to CLIL teacher training, classroom teachers obtain a master´s degree in education and subject teachers also obtain a master´s degree including two language subjects as taught in school (Marsh et al., 1998). Nevertheless Wewer (2013) observes that «class teachers and subject teachers normally do not possess language teacher´s qualifications» and despite the fact that Finnish teachers as mentioned above, are highly educated, qualified CLIL teachers are difficult to recruit, becoming language secondary in practice.

In Finland CLIL teacher training concerns both language teachers and content subject teachers, with the peculiarity, in comparison with the rest of the countries studied in this article, that a greater emphasis is given to the subject rather than the language teachers (Marsh et al., 1998).

Although the provision of CLIL itself is not very large, since it is constrained to a few credits⁶, depending on the university and the studies, English is the language of instruction in many courses, especially those devoted to writing the master's thesis.

2.1.3. Germany

First bilingual experiences in the country might date back to 1960s with the German-French programmes. However it is not until the 1990s that CLIL specific projects were implemented on a large scale and some years later research drew positive results on these experiences (Bredenbröcker, 2000). These results have been linked to discussion of the German educational system (Breidbach, 2012), since CLIL programmes have usually been present in *Gymnasium* and these schools are considered as elitists in the sense that only the more intellectually capable attend them and students are mainly part of the upper-middle classes.

Following Breidbach (2012), as a consequence of this situation, two features are inherent in CLIL in Germany. On the one hand, local governments and stakeholders have considered CLIL as part of their agenda in order to make it accessible to a large number of students. Thus, there are initiatives such as the one taking place in North Rhine-Westphalia, *CLIL for all*. The second feature characteristic of CLIL in Germany is what Breidbach (2012) calls a *split-consciousness* phenomenon, since there are basically two groups of CLIL students. A first group of students who receive content subject instruction in English or French within «CLIL stream at ordinary schools» and a second group which comprises students who have German as a second language and receive instruction mainly in German in mainstream schools. This second group is larger in number, however the author considers that it is not very structured as CLIL provision.

⁶ The following websites describe the CLIL provision in the Finnish teaching colleges: <http://www oulu.fi/education/> and <http://www.utu.fi/en/units/edu/Pages/home.aspx> [Last accessed: 08/03/2015].

All in all there are approximately more than 700 hundred schools running CLIL programmes (Werner, 2009) with a quite varied profile. The percentage and the amount of these schools differ from one region to other, being difficult to assert to what extent these programmes are reaching a large population.

In this context, CLIL teacher training has been consolidated for some years now in pre-service training (Brünning & Purrmann, 2014). As in the case of Austria, students study two subjects and frequently combine a content subject with a language subject. Nevertheless, this combination which could be seen as very beneficial, according to Brünning and Purrmann (2014) is not that ideal since the two subjects *rarely cooperate*.

CLIL modules are part of the language department in universities, and following these authors, this could hinder the content subject potential. However, these authors consider the second phase of the teacher training to be quite interesting where students may integrate theory and practice in real CLIL teaching. Finally, students may also specialize in CLIL following postgraduate programmes such as the Braunschweig Master of Education⁷.

2.1.4. Italy

The geographical distribution in Italy seems to play a vital role in education which, according to Sibiano and Agasisti (2013), is not a recent phenomenon. The authors note the dualism and contrast between the southern and the northern regions in reference to not only student outcomes but to socio-cultural and economic aspects. Thus, remarkable differences were found in their study related to student performances despite the uniformity of inputs across the country. By uniformity of inputs, Sibiano and Agasisti refer to the homogeneity of measures and actions taken by the Ministry of Education, University and Research (MIUR) in order to regulate the Italian education system. Thus, although the country is divided into 18 regions, the education system is very centralized for most matters.

⁷ See the following website for further information on the master's degree: <https://www.tu-braunschweig.de/Medien-DB/anglistik/infoblatt-ma-bili.pdf> [Last accessed: 08/03/2015].

Nevertheless, schools count on a given autonomy due to regulation which dates from the late 1990's and allows centres to implement and experiment with «novel, cutting- edge educational programmes and teaching methodologies», as Agoli (2013) points out. Under these circumstances the first CLIL experiences took place and schools started running CLIL modules autonomously. These attempts flourished across the country as a result of informal training and personal decisions and initiatives made by teachers and head teachers who have had access to information about CLIL projects and programmes (Infante, Benvenuto & Lastrucci, 2008). The difficulty of mapping these projects is evident due to its own nature and spontaneity. There could be short modules, just random lessons taught in a vehicle language or more structured projects. Nevertheless, Infante, Benvenuto and Lastrucci (2008) mention the GOLD network in order to map these projects. This network can be visited under <http://gold.indire.it/gold2/> and offers example of good educational practices.

Therefore there was an increasing interest in CLIL, from schools and publishers (Agoli, 2013) which evolved into what Di Martino and Di Sabato (2012) considered the «Italian CLIL revolution». The MIUR passed a law in 2010 which made the teaching of at least one subject in a vehicle language compulsory in secondary. This regulation affects the current CLIL scenario in different ways. Firstly, it makes CLIL compulsory in secondary education and leaves open the possibility for vocational schools and below secondary schools to implement these programmes. Secondly, as Di Martino and Di Sabato (2012) remark: «The teachers affected by the reform are mostly those who are already part of the school system on a permanent basis». Thus, following Di Martino and Di Sabato, teachers who have been studying subjects in English at university should be considered (this has been done for some years now) and also foreign language teachers who have a sound knowledge of content subject should be also taken into account.

Primary school teacher training at university in Italy lasts a minimum of 5 years and English as a foreign language is taught in every academic year, however CLIL instances are occasional and offered in separate courses, as in *Università de Pavia*. As regards secondary teachers, it is mandatory to earn a university degree in a specific field and then get the specialized degree to become teacher. In this sense there is a wide spectrum of degrees taught in English and even the website, run by MIUR helps in order to find courses taught in a vehicle language.

2.1.5. Spain

As in the previous countries, the actual CLIL scenario in Spain is the consequence of a complex set of variables. For example the geographical and political situation plays an important role since there are a total of 17 autonomous regions which could be divided into two groups:

- Monolingual communities: Spanish is the official language and CLIL programmes, where implemented, are usually carried out in English, notwithstanding some bilingual experiences in French and German. This is the case in Madrid and Andalusia among others.
- Bilingual communities: a co-official language apart from Spanish. Basque, Catalan, Galician and Valencian is mandatory in the respective regions plus one or two foreign languages, which can be included in CLIL programmes or ordinary foreign language teaching.

In some of the second group of communities a particular kind of CLIL provision was launched during the 1980s, prior to the European Union strategy. These experiences and their results suggested the need for bilingual programmes (Pérez-Vidal, 2009). Furthermore, during the 1990s some CLIL projects were put into force, such as the MEC/British Council Project⁸ and years later a group of autonomous regions implemented their own bilingual programmes, as for example *Comunidad Autónoma de Madrid* (CAM) in 2004, reaching secondary school in 2010⁹.

Lasagabaster and Ruiz de Zarobe (2010) consider that CLIL is consolidating within the autonomous education systems. Nevertheless some of these programmes have been running for more than a decade and keep on increasing in number. Most of the regions, whether bilingual or monolingual, are offering CLIL provision, and in the case of bilingual regions there has been a natural process of moving from regional to foreign languages in order to use more than one language in the classrooms. Therefore CLIL has

⁸ Visit <http://www.mec-bc-bilingualproject.com/default.aspx> for further information on the project [Last accessed: 08/03/2015].

⁹ A detailed description of the project is provided at <http://comunidadbilingue.educa2.madrid.org> [Last accessed: 08/03/2015].

been used to promote multilingualism and language diversity especially in these autonomous regions.

Although programmes are developed in different ways depending on the regions, most local authorities have regulated their projects¹⁰. Thus there are some regulations in every region which offer a setting for education stakeholders avoiding the situation which was described in Finland.

In order to implement these projects, one of the main challenges was teacher profiles. Primary and secondary teachers in Spain have got different profiles and that was taken into account by local authorities when designing teacher training programmes (Llinares & Dafouz, 2010). CLIL primary teachers usually have a dual profile (language and content), however secondary teachers are content experts with a certified knowledge of the language of instruction. Thus, in-service teacher training programmes were designed and still are one of the main commitments of local authorities in order to promote CLIL programmes (see Olivares & Pena, 2013 for further information).

These large-scale programmes are also having repercussions in pre-service teacher training nationwide. On the one hand primary school teacher degrees are offered partly in a foreign language¹¹; this includes references to CLIL methodology and some universities offer specific related courses. As regards secondary school teachers, after the language or subject content degree, it is compulsory to hold a master's degree in teacher training. This degree is offered in several modalities, one of them being a foreign language, and in some universities such as UAM¹², references to CLIL and bilingualism are made but not as a whole course.

Since as mentioned above, CLIL is consolidating, an increase and consolidation of these programs in Spanish universities is to be expected. Furthermore, some of these universities offering degrees in bilingual groups are already promoting these groups for the following academic year.

¹⁰ See for example Orders 5958/2010 and 2154/2010 in *Comunidad de Madrid*.

¹¹ Some examples are described at: <http://www.cesdonbosco.com/estudios/bilingual.asp> and <http://grados.ugr.es/primaria/pages/presentacion> [Last accessed: 08/03/2015].

¹² For further information see: www.uam.es [Last accessed: 08/03/2015].

Apart from these undergraduate initiatives there are interesting postgraduate possibilities directed at both primary and secondary teachers. English taught master's degrees focusing strictly on CLIL and bilingualism are offered to both pre-service and in-service trainees. Some example of universities offering these master's degrees are *Universidad Nebrija* or *Universidad CEU*.

3. CONCLUSIONS

In the examples provided, it is clear that the tendency of CLIL programmes offered is increasing in different fields. CLIL is widespread in Europe and, apart from the countries which have been discussed in this article, there are plenty of examples from countries which are implementing bilingual programmes based on a CLIL approach into action.

Considering that a large number of programmes are starting in primary or even pre-primary, there will be in the next few years, a generation of students who will attend CLIL programmes as a common practice. In the same way, as this article has shown, the offer of qualified teachers will also grow in order to cover the demand created.

Due to the diversity of CLIL programmes in Europe, it seems necessary that further research and expertise take place with the objectives of identifying good practices, measuring results, improving materials and resources, continuing to developing professional networks and providing CLIL with a proper foundation in order to design teacher training programmes. This article has provided an overview of bilingual education in four countries, however, it would be interesting to take a step further and analyze in depth the situation in these countries and other states in Europe.

As we have seen, there are examples of programmes where foreign language teachers teach the subject content and also the opposite. Teacher training courses that consider CLIL from a wide range of standpoints should be taken into account, in order to identify the most effective practices. Thus, CLIL teacher training develops as a field of study with many challenges ahead where research and critical evaluation of results will play an important role.

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