**Summary**

 Content and Language Integrated Learning (CLIL) language teaching methodological approach stems from a shared effort to create a multilingual, equalitarian and integrated European Community. This thesis explores the educative context of the Valencian Region in Secondary Education from different perspectives: its implementation, the results obtained in control and experimental groups and the opinion of students and teachers who have been involved in CLIL application for several years. After the analysis of these aspects, a proposal for the improvement of the current situation which takes into account the needs of those involved will be presented.

After researching the different CLIL European models and examining the results obtained from student and teacher surveys, a proposal for the effective operationalisation of this approach that can be adapted to our context will be presented, taking into consideration the significant change that this proposal would mean in relation to the current educational system. The main components of the proposal are:

* Gradual introduction in Primary and Secondary stages.
* Policies to guarantee continuity. If specific subjects have been chosen in Primary Education, it would be recommended – though not necessary – to continue them through the L2 in Secondary Education.
* Complete involvement and commitment of educational centres and teaching staff.
* Balaned teaching of non-linguistic subjects in three languages: English, Valencian and Spanish.

This thesis presents a pilot proposal that originates from a deep analysis, and that means radical changes. Amongst them, investment in resources, teacher commitment, creation of new academic departments and new roles within them. We hope that educational authorities will take an interest in assessing its feasibility in the future.

Key words: CLIL, Secondary Education and pilot proposal