

Students can also participate in their evaluation process, assessing themselves and other peers at different times of the process and not just at the end.

For the promotion of students to the following level we must decide whether this is going to happen only if both parts (content and language) are passed or not. Clear guidelines are necessary to be applied to every student.

4.-CONCLUSIONS

To summarize, we can highlight that the main problem for CLIL implementation in Secondary Education is the lack of current financial resources to increase the number of teachers from kindergarten to high levels and to provide them more training hours in order to specialize them more, at the same time that publishing companies concentrate on preparing more accurate materials and programs to be used to avoid the evident lack of useful materials.

All this seems difficult in a context of general cutbacks in Education. It is clear that if many more economic resources were available to Education CLIL's implementation would be much easier and faster.

Nevertheless, we find that the work that some Spanish High Schools have been doing in collaboration with the British Council is very positive.

CLIL seems to be essential if Spain wants to remain an important country within the European Union. Spanish technicians and professionals will be bilingual or even multilingual by necessity in a few years.

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