

Master's Dissertation/
Trabajo Fin de Máster

ATTENTION TO DIVERSITY IN CLIL: A THEORETICAL OVERVIEW FROM THE TEACHER'S PERSPECTIVE

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ABSTRACT

Diversity is a reality at schools. Mixed-ability classes in which students with different levels and abilities are mixed to be taught and learn together are nowadays the ordinary. Teachers should be well-trained and aware of the differences to know how to develop their work and prevent possible drawbacks and negative feelings. In Content and Language Integrated Learning (CLIL) instruction, teachers have to face these several challenges concerning attention to diversity. For this reason, their role is crucial to guarantee a positive fulfilment of the programme, whereas their needs must be heard and taken into account. Efforts should also be oriented to improve both teachers and students' motivation, as a key element in any CLIL setting.

This Master's Dissertation focuses on the attitudinal and methodological CLIL teacher's role with special attention to diversity. The project includes a theoretical overview with the most updated literature from the perspectives of several authors in each field. The selected literature has been collected in a database included in this paper to help further researchers. All in all, the present document is intended to provide practitioners with updated ideas that will help them with future decisions, training and educational practices.

Keywords: teacher's role, diversity, CLIL, bilingual education, teacher's attitudes, motivation, classroom environment

RESUMEN

La diversidad es una realidad en las escuelas. Hoy en día, es común encontrar clases de habilidades mixtas las que los alumnos con diferentes niveles y habilidades se mezclan para aprender juntos. Los docentes deberían estar bien preparados y ser conscientes de las diferencias para saber cómo desarrollar su trabajo y prevenir posibles inconvenientes y sentimientos negativos. En el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), los docentes tienen que enfrentarse a estos desafíos respecto a la atención a la diversidad. Por esta razón, su papel es crucial para garantizar un desarrollo positivo del programa, mientras que sus necesidades deben escucharse y tenerse en cuenta. Los esfuerzos también deberían ser orientados a mejorar la motivación tanto del profesorado como del alumnado, como elemento clave en cualquier entorno AICLE.

Este Trabajo de Fin de Máster se centra en el papel actitudinal y metodológico del docente AICLE con especial atención a la diversidad. El presente trabajo incluye una revisión crítica con la literatura más actualizada desde las perspectivas de varios autores en cada campo. Dicha literatura ha sido recopilada en una base de datos, incluida en este documento para ayudar a futuros investigadores. Así, el presente proyecto pretende proveer a los profesionales con ideas actuales que les ayudarán con futuras decisiones, formación y prácticas educativas.

Palabras clave: papel del docente, diversidad, AICLE, educación bilingüe, actitud del docente, motivación, ambiente de la clase.

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1. INTRODUCTION AND JUSTIFICATION

It has been generally believed that teachers know how to deal with all kinds of students. However, this is not only a scientifically poor argument but also an issue that has not been addressed properly by educational institutions and teaching staff. Diversity is a reality in our classrooms. Each student is different from his or her classmate and has specific needs, features and behaviour that make him or her unique in the educative environment. For this reason, teachers should be aware of these differences and know how to proceed in each particular situation.

In this sense, it has become a concern the lack of understanding, empathy and sensitivity that some teachers present with their students. Teachers should have in mind that they work with children or teenagers, which are people with distinct perceptions, mentality and behaviour than adults. In some cases, teachers struggle to understand that, within the same classroom, each student works at his/her own pace and behaves differently. This normally happens because teachers have a particular prototype of what a “perfect” example of a student is in terms of attitude, work or behaviour, something that is not real. Many teachers usually punish severely those attitudes that break some of the rules established by the school. They tend to label those students as naughty or lazy, rather than accepting, understanding and working for the suitable cognitive, communicative and emotional development of each one.

At this point, it is essential to mention the importance of the teachers’ role in the classroom from the most emotional, psychological and attitudinal point of view. This role would encompass the teacher’s character, personality and skills to establish a suitable relationship with each student. Thus, it is important to take into account that working with other people entails the establishment of social relationships. Furthermore, if the agents are children or teenagers, the challenge is considerable. For this reason, teachers should submerge themselves within the children culture to try to socialise and understand them better. Moreover, having in mind the diversity inside the class, teachers should have the necessary resources to increase students’ motivation and desire to learn. This will surely guarantee significant learning in which students and teachers actively participate.

All these challenges are greater in a Content and Language Integrated Learning (CLIL) context in which content is learnt through a foreign language and special attention

has to be paid to content, cognition, communication and culture, as the 4C's that Coyle, Hood and Marsh (2010) established.

Taking the aforementioned ideas into account, this Master's Dissertation aims principally to research on the attitudinal and emotional role of the teacher concerning the attention to diversity in a CLIL classroom environment through a theoretical overview. It will be focused on the most personal teacher's role from a methodological, linguistic and behavioural perspective. Teachers' attitudes, motivation, predisposition and how they perform and connect with their students will be addressed in depth in this project.

In the next section, the methodology followed and the objectives will be explained. Subsequently, the majority of the paper will develop the theoretical overview, which has been divided into four main sections: attention to diversity in CLIL contexts, teacher's role, teachers' perceptions and attitudes towards CLIL, and how motivation affects this approach. Finally, the main conclusions and opinions will be discussed in the last section of the project.

2. METHODOLOGY

The development of this project was carried out following different steps. First of all, a current educational concern was found and several issues were selected. Then, the main objective was established followed by four specific ones. After that, a profound search of information was carried out with the latest literature on the topic. All the papers' information was gathered in a database that can be found in [Annex 1](#), which is provided to help future researchers to find information easier and quicker for further research. The database has been organised by years, containing articles from 2021 up to five years ago (2017). It includes the year of publication, the paper's title, the author/s' names, ordered alphabetically, and the keywords.

After the elaboration of this database and the reading of all the literature, we started developing our theoretical overview, including the authors' ideas that we considered relevant for our paper. Finally, a discussion and conclusion were developed, where our point of view and opinions on the different topics were presented, closing up the theoretical overview provided throughout the whole project.

Thus, the main goal of this project is to research on the attitudinal and methodological role of the teacher concerning the attention to diversity in a CLIL classroom environment. Then, the following specific objectives were established:

1. To know how teachers should proceed to cater to diversity and mixed-ability classes in CLIL instruction.
2. To determine the different CLIL teacher's roles and their importance regarding diversity.
3. To value teachers' perceptions and needs regarding CLIL from a practical point of view.
4. To examine how motivation can influence CLIL practices and diversity.

3. THEORETICAL OVERVIEW

3.1. Attention to diversity. Mixed-ability classes in Content and Language Integrated Learning (CLIL)

3.1.1. Importance of diversity. Differences with the past

One of the most outstanding characteristics of human beings is their diversity. Diversity is “an inherently human trait” (Madrid and Pérez Cañado, 2018, p. 244). No person is identical to another in all his/her physical or psychological features. Even two twins can present differences regarding personality, preferences, educational needs, sexual orientation, etc. (López and Suárez, 2018). The individual context, the genetic and personal features differentiate each person from others. Thus, people are characterized by being diverse and unique (Manzanares, 2020).

Diversity is present in our society and enriches it. It should not be conceived as a barrier but as an opportunity to learn something different. This concept provides us with several points of view for everything since each person has lived different experiences throughout life and has acquired distinct knowledge. We have not been born in the same place; we do not speak the same language, or we have not interacted with the same elements of the environment and in the same way. These are some of the features that

make us unique from the others. Sharing this diversity by interacting allows people to progress and develop more positively. All people can learn from everyone and contribute something to others (López and Suárez, 2018). For this reason, diversity should be conceived as a value that needs to be respected and tolerated by the whole society. It “must be related to wealth, variety, plurality, transformation and must be valued and promoted in class” (Manzanares, 2020, p. 4). Related to this, the European Commission (2017, p. 12), points out the importance of fostering attention to diversity in current education due to social reasons:

[...] intolerance and social exclusion are increasing both in schools and in society. The growing number of refugee, asylum seeker and migrant children entering Europe places specific demands on schools and teachers. These phenomena lead teachers to re-consider their everyday practices and strategies to meet the learning needs of these pupils (European Commission, 2017, p. 12).

Throughout history, society has tended to standardize people. They had to develop the same abilities and acquire the same knowledge when finishing the educational stage. In the industrial society era, everyone had to be prepared with the same knowledge and skills to compete. This society needed well-trained workers without taking into account diversity, creativity or freedom. Thus, they did not educate people to be reflective and able to live together with others, building an inclusive society. In fact, the educational system was homogeneous, so the students had to adapt themselves to the curriculum and the methodologies. All classrooms were similar, with the same materials, and teachers taught the contents for everyone in the same way. Evaluation and assessment were carried out without having in mind individual differences, the whole learning process or the personal characteristics. Therefore, attention to diversity was not considered acceptable at this stage (López and Suárez, 2018). Disabilities have also been seen as an obstacle to education. Consequently, segregation with a medical prescription, rather than inclusion, was the usual measure with these students (Mejías, 2020).

3.1.2. Attention to diversity and inclusive education

The term *inclusion* appeared as a response to the acceptance, tolerance and integration of diversity in society and, of course, at schools. “Inclusive education is an

educational model that aims to respond to the learning needs of all students with a special focus on those who are at risk of marginalization and social exclusion” (Madrid and Pérez Cañado, 2018, p. 244). When we mention the terms *inclusive education* or *inclusive school*, we refer to a school created for all that provides an education designed for everyone, despite the differences. It takes into account all the individual needs, motivations, interests, types of intelligence, pace and learning styles. Everyone has the right to receive education and learn with equal opportunities (Madrid and Pérez Cañado, 2018) and conditions as it is stated in regional, national and international educational regulations. It is the duty of each state to fight against inequalities and adopt an open and flexible model of education which accept all students despite their needs.

In a society of constant change and transformation, the school should anticipate and approach the new realities it has to face, adapting to different kinds of students (Manzanares, 2020). In the words of Mejías (2020, p. 15), attention to diversity “is currently an indispensable feature of any educational system. Far from being another curricular element, it should be a philosophy highly attached to every school identity”. In this way, “any organisational, curricular or pedagogical decision should be first validated from a diversity perspective” (Mejías, 2020, p. 15). Thus, society should support inclusive education by participating in the learning experiences that schools carry out (López and Suárez, 2018). On the other hand, teachers are responsible for designing an inclusive educational model that caters to diversity and allows all the students to participate in the class.

López and Suárez (2018) addressed attention to diversity concerning individual differences. They perceive them from a personal level (identity, personality, interests, etc.), motivation and possibilities for learning, ways and needs of learning, and relationships or interactions among students along the teaching-learning process. Concurrently, Acosta (2020, p.11) makes a distinction among internal factors that “come from inside the individual”, such as the first ones mentioned, and external factors which “come from outside the learner, from the environment or the settings where the person develops”. In the last group, we can find aspects like learning experiences, motivation, interactions, world knowledge or other languages’ level. Manzanares (2020) also differentiates two groups of measures to cater for diversity at schools. She distinguishes between general and specific measures. The first ones are for all the students, concerning differences in terms of learning styles, rhythms, multiple intelligences, the need for scaffolding, etc. On the contrary, specific measures are aimed

at learners with special needs for educational support. These last measures would be occasionally applied when each student needs or requires them and they include curricular adaptations, specific plans, schedules, etc.

These perspectives should be taken into account when understanding and applying attention to diversity in our schools. We cannot consider just special needs as diversity. For instance, nowadays, gender inclusivity deserves special attention, principally the need to provide equal learning opportunities for transgender youth, who are at risk concerning negative academic and health outcomes (Mcquillan and Leininger, 2020). As we have seen in this section, all the differences, needs or features expressed by students should be kept in mind. They could include from their behaviour or level of involvement in the subject to their identity, hobbies or preferences.

Regarding this aspect and as another practical example, teachers normally criticize and punish those students who are in constant movement inside the class. They label them as the “naughty” or the “restless” students. However, this happens because teachers are not aware of what attention to diversity is. These students could have a more developed bodily-kinaesthetic intelligence. Hence, they need a different kind of teaching. For this reason, the teacher should consider the inclusion of some activities or dynamics which implies movement and physical activity, such as role-plays, songs or games. This is just an example of how teachers should accept diversity as a natural fact that we must learn how to work with, adapting our teaching to heterogeneous groups of students. López and Suárez (2018) argued that we should design a variety of activities without unique answers, focusing on the students’ needs and looking for strategies that foster the learning of the whole class. At this point, teachers can see students with special needs as an opportunity for improving their teaching practices and looking for alternatives and new methodologies that benefit all learners.

3.1.3. Mixed-ability classes and CLIL education

As we have previously commented with the industrial society, there is nothing easier than homogeneously training people. All workers do the same and practise the same abilities. It is something similar when teaching a homogeneous class.

However, this is more often than not, if not always, a utopia. According to Ur (1991, p. 3), “all classes are made up of learners who differ in many different ways”.

Therefore, each child, group of students, school, context or society is different. For this reason, we usually talk about mixed-ability classes, which include students that present different abilities and have been grouped with one single objective. These students are diverse concerning not only their abilities but also their interests, background knowledge, learning styles, strengths, weaknesses or motivations. Ansari (2013, p. 6) defined these classes as “comprising of not only learners with various capacities but also those that have a broad range of preferences and learning styles”. In fact, one of the main goals of attention to diversity should be to make the most of every student’s talent to help him/her grow and prosper in the near future (Mejías, 2020).

Enriching and meaningful attention to diversity at schools requires a change in their organization, management and teaching instruction. Educational practices should contribute to developing personal, social and economic aspects in each learner according to the demands of the current society. In this way, students should be integrated and developed without barriers or limitations. They can help each other in the learning process, although all of them have different needs (Manzanares, 2020).

As it can be imagined, diversity is also present in our bilingual schools. As regards CLIL education, Mejías (2020, p. 24) argues that “the panorama is much more complex since the use of an additional language to develop content learning requires a greater school response to cater for diversity”. This process entails two main elements of the current society, diversity and multilingualism. Thus, the educational system should foster an inclusive education that offers the students the necessary skills to acquire a suitable level of communicative competence in more than one language as well as content knowledge (Martín and Durán, 2019).

Madrid and Pérez Cañado (2018a, p. 241) support that “the introduction of this approach in mainstream education provides a greater range of students with opportunities for linguistic development, which they were previously denied”. This is an example that CLIL fosters attention to diversity from its conception as a methodology that offers linguistic opportunities for everyone. Indeed, different research studies on the effectiveness of CLIL programmes have reported positive results since students from CLIL instruction does not get lower marks most of the time than those who receive non-bilingual teaching (Mejías, 2020). According to Madrid and Pérez Cañado (2018a), there has been a movement from bilingual sections at schools to fully bilingual schools due to its effectiveness. Currently, there is no distinction between CLIL and monolingual

groups within the same public school in some regions, as is the case in Andalusia.

Particular attention should be focused on students with special needs. Manzanares (2020) argues that they have to acquire a suitable level of competence in linguistic communication to be able to access the content and progress along the learning process. She also mentions that communicative competence in, at least, one foreign language is essential to progress in the multilingual world where we live and to participate in the current society. For this reason, both content and language teachers should provide students with enough opportunities to discover, practise and manipulate the language. The inclusion of tasks that requires using everyday language is a suitable example to train communicative competence.

Acosta (2020) highlighted other difficulties or limitations when teaching in a mixed-ability class that we are going to summarise. When weak students are abundant in a group, parents usually complain because they think strong students waste their time. However, this can be a subjective opinion since teachers should design other activities for these advanced learners. Another barrier could be found in textbooks. Weak students normally find them unappealing, boring or difficult whereas strong students think that they are encouraging and easy to follow. At this point, we think that the role of the teacher is crucial to make any material interesting and motivating. For instance, the teacher has the power to transform a simple and boring answer sheet into a wonderful and encouraging passport to travel to another world. He/she can design a treasure hunt around the classroom in which students have to look for different hints to fill in a worksheet about vocabulary. Once they have all the answers, they get the passport. This is just an example of how our creativity can contextualise an activity to make it attractive to the learners. Indeed, students have to know the purpose and context of each task to be motivated and see the reasons why they have to do it.

Furthermore, teachers may feel stressed and frustrated if they do not have enough time in their planning to satisfy the learner's needs, especially when they have to cover many contents and students have different gaps to fill in. Consequently, teachers may also feel overwhelmed if they have to adapt all the materials for weak, strong and average students, which entails lots of extra time. Finally, another drawback that could arise in a mixed-ability class is discipline problems when high achievers finish the tasks before their classmates. As they feel bored, they start to misbehave (Acosta, 2020). This is an enormous challenge for teachers since we have experienced situations in which strong

students finished all the extra work that the teacher demanded of them just after doing so. Thus, teachers do not know what to ask them for because they found all the suggested activities or tasks boring.

For these reasons, teachers must be confident and well-trained. They have to apply pedagogical practices, including methods, techniques and styles, to provide students with meaningful and supportive activities and engage them to the same degree. This will help the teacher to create a classroom environment where students will also feel confident, supported, motivated and safe (Acosta, 2020; Jambrina, 2020).

On the other hand, Acosta (2020) also highlights some benefits of working in a mixed-ability class that we are going to mention briefly. Firstly, weaker students may feel more comfortable and increase their motivation to improve when they see strong students performing. They will also try to do their best and prove themselves. Mixed-ability groups allow the lesson to be enriching since everyone is strong in one or more academic fields. In this sense, each strong student will learn how to teach their classmates, which entails that the strongest express themselves in their own words. While they are helping their classmates, their self-esteem increases. On the other hand, weak students are taught by a peer, who is always closer and more friendly than the teacher. Furthermore, in a mixed-ability group, the pace of work is led by the group itself, allowing it not to run either going too slow. As in any cooperative technique, competition is replaced by support and cooperation, learning to respect and value their classmates since all are essential within the group.

We have also mentioned that not all the groups have the same needs and problems to overcome, so we cannot apply the same solutions in all the cases. However, keeping in mind previous experiences observed, teachers sometimes do not know how to proceed in these mixed-ability situations. They do not know if they should focus their attention and prioritize mainly the weaker or slower students. Many teachers claim more support and coordination with academic advisors to discover how to cater for diversity and on whom they have to pay more attention. At this point, mutual cooperation among colleagues and other experts to look for help, as well as parental involvement, are crucial (Jambrina, 2020). In class, Acosta (2020) suggests that we should establish a work climate in which students help each other. In this sense, high achievers would help their classmates and the shiest learners would ask for help. From our perspective, this is the basis of cooperative work, which develops peer teaching and cooperation among students, as we have seen

before.

3.1.4. Basic lines of action

In a CLIL classroom, the teacher usually faces two or more different levels of foreign language ability and has to meet all the students' needs. For this reason, the class has to be meticulously organised in order to maximize time. According to Acosta(2020), the first step is to identify what problems or difficulties our students present. However, it is not easy since educational needs can take several forms. Each one learns at his/her own pace and has different language knowledge, cultural background, attitude towards the language, learning experiences, age of maturity, personality, interests and other aspects that can influence the teaching-learning process. Therefore, each student reacts differently to his/her immediate surrounding (Jambrina, 2020). Once the teacher identifies, understands and classifies the difficulties, he/she needs to plan, adapt or change the lessons to make them meaningful and reach the established content and language objectives. This is one of the reasons why teachers should not create a closed plan in advance. We need to spend time with our learners, know them and their needs to plan individualised teaching for each class and student. "Knowing the individual differences in learners will maximize our organizational measures" (Jambrina, 2020, p. 6). Even along the course, teachers will constantly need to change their planning depending on students' behaviour and how their responses develop.

Our teaching must be meaningful and enjoyable for students. As we will see later, the teacher's roles have to change from a keeper and transmitter of knowledge to a monitor of learning opportunities. In the same way, teachers must adapt all the materials according to the learners' needs, including different kinds of classroom distribution: individual, pair and group work. All types of grouping have advantages and disadvantages and we should consider which one is the most appropriate for each situation. This will help students to gain confidence, feel more comfortable in their speaking and enjoy the lesson (Jambrina, 2020). We cannot pretend that our students spend five hours sitting down on a chair since it is impossible. They need movement and constant changes of dynamics in order not to get bored. This diversity would also help to address the different intelligences, talents and skills because there would be multiple opportunities to practise. Sometimes, teachers will need to make decisions about following activities based on what is happening at the very moment in the class (Jambrina, 2020). Thus, direct observation

is essential to make decisions in a mixed-ability class, so teachers should assess each student's reaction.

In terms of methodological aspects, teachers should learn how to create autonomous and effective learners. CLIL fosters a methodological innovation, removing traditional models focused on teaching linguistic items in isolation in a class where students are passive recipients of knowledge. In a CLIL classroom, students should actively participate and interact in all the dynamics that take place there. It entails a shift to more student-centred approaches in which students should learn to learn by being involved in the whole process. Manzanares (2020) argues that it is not advisable to adopt a single methodological model due to the variety of learning styles, difficulties and individual features present in a mixed-ability class. "The methodology applied at schools should be an eclectic methodology which is adapted to the different learning styles and rhythms and which enhances different intelligences and key competences" (Manzanares, 2020, p. 7).

Moreover, the variety of activities included must develop both HOTS (Higher Order Thinking Skills) and LOTS (Lower Order Thinking Skills) (Bloom's Taxonomy, 1956). The inclusion of the six cognitive skills based on the updated Bloom's taxonomy will ensure two main benefits. First of all, it is a clear example that the teacher is trying to cater for diversity since he/she has designed activities for the different cognitive skills. Furthermore, the teaching-learning process ensures progression from controlled to more demanding tasks that require a higher level of autonomous and cognitive work, as CLIL instruction demands. This autonomy is a key element in any mixed-ability class to improve and progress (Jambrina, 2020). Interdisciplinary is also another vital component for attending to diversity. In this way, different disciplines would be integrated into the same didactic plan or project (Manzanares, 2020). It allows all students to work as a team, helping each other and pursuing a common goal.

In CLIL education, we also have to talk about scaffolding as one of the most used methodological principles to cater for diversity. It is based on Vygotsky's ZPD (Zone of Proximal Development) theory. Teachers help the learners to build their own knowledge by providing them with different support strategies, such as activities, structures, visual aids, etc. (Manzanares, 2020). This help is provided until the child achieves the learning objective. Then, it is removed to let him/her work independently. Scaffolding has become a crucial strategy to use in CLIL since it facilitates the language to the students, making

the contents more accessible to them. It is the “human support that students need to reach their goals (Madrid and Pérez Cañado, 2018, p. 245). Consequently, teachers must be well-trained in scaffolding strategies.

Regarding assessment in a heterogeneous group, it is one of the most difficult issues that teachers have to address. Students are required to be graded with a numerical mark that shows the grade of their academic achievement. This mark is usually obtained after carrying out tests or other resources for continuous assessment, such as portfolios, diaries, checklists and so on. However, in a diverse class, we should not use the same assessment procedures for all the students, which means that each child should be evaluated according to his/her needs. If teachers use the same pattern and level for all the students, results would vary and be unfair since each individual responds differently to learning (Acosta, 2020). For this reason, teachers need to look for adapted assessment tools to make the process fair and objective. Furthermore, students should not perceive evaluation as a frightening and stressful process. If that is the case, they will feel frustration and other negative emotions that will prevent them from succeeding and learning new things. Overall, this situation can create a feeling of failure in students, especially for those who already have low self-esteem and confidence (Jambrina, 2020).

Maybe strong students feel comfortable doing exams, but the reality shows that many students feel fear and anxiety at the time of taking an exam. Thus, evaluating all the students through tests is also unfair since not all of them work under the same psychological conditions. In order to avoid it, continuous assessment is a useful idea to measure the whole learning process, rather than just the final product or result. It allows teachers to assess not only the achievement of the objectives but also the effort during the process, the evolution, the behaviour and even the motivation and willingness to learn. Moreover, continuous evaluation allows the teacher to design meaningful assessment resources that measure what students can do and perform in a real-life situation. Role-plays are good examples to practise language and content in a natural and quotidianway. Self-assessment is also important for students to identify and recognise their own strengths and weaknesses. Finally, Jambrina (2020, p. 32) mentioned that “learners should be clearly aware of the minimum requirements and at the same time, be given a reasonable chance to achieve them”. This should be the aim of any assessment process.

Therefore, all learners should have equal opportunities (Madrid and Pérez Cañado, 2018), which means that teachers treat their students fairly, removing any barriers or

making them more affordable. Differences in the class must be accepted and maximised to make the most of each particular situation. We need to understand, evaluate and manage these differences in an effective way so that students and teachers will benefit from them. For instance, if we have students from several cultures in our classroom, it is a golden opportunity to learn first-hand the main features of each one. Therefore, the learning would be more meaningful than looking for some information on the internet or watching a video about each individual culture. This will lead to creating a safe classroom environment where sexual orientations, disabilities, religious beliefs or cultural backgrounds build links between children in a shared community rather than separating them. It is in our hands to manage and redirect our learners' attitudes toward classmates' differences, teaching values such as respect and tolerance.

As Acosta (2020, p. 12) points out, working with mixed-ability students forces teachers “to think and create new ways to approach their students and create knowledge”. It can be considered as one of the most ambitious challenges in our professional development.

3.1.5. Materials and attention to diversity

A mixed-ability classroom needs a wide variety of materials designed and adapted by the teacher or other teachers to succeed. It includes textbooks, audio, videos, posters, flashcards, portfolios or online resources. All of them must be oriented to motivate, reassure and stimulate children's learning in the CLIL classroom. Moreover, they must be carefully chosen according to the different levels of difficulty presented in the class. As “local subject materials are in the L1, they [teachers] need to develop their materials or fit the particular local needs” (Graves and Garton, 2017, p. 35).

These authors pointed out that CLIL materials should convey the content through the foreign language in a way that students can learn it. At the same time, the language of the content should also be perfectly understandable and learnable. Acosta (2020), for instance, suggests the use of pictures as one of the most stimulating resources for visual and nonvisual students. These tools can have a wide range of purposes like introducing new topics, eliciting interactions, predicting content, catching students' attention or avoiding distraction. The teacher can use visuals when he/she wants since there are many easy and quick techniques depending on the purpose the teacher is

looking for at each moment. Their impact on students is immediate because they entail the use of something different in the class. As we have learnt along this Master's Degree (Máster Interuniversitario en Enseñanza Bilingüe y AICLE), pictures and visual materials become crucial support for students, especially to understand and access content in a foreign language as it happens in CLIL instruction. Their use for teaching vocabulary has also been widely spread with the appearance of flashcards. Thus, visual aids are suitable resources for scaffolding in bilingual education since they facilitate understanding at all levels of instruction.

However, as all teaching materials, they should be appropriate to the learners' age and level, as well as the teaching purpose. Visual aids should be simple and clear to help students associate language or content with the picture. Meaningful pictures sometimes accompany written texts as a support but also as a way to expand information. According to Acosta (2020), the use of adequate pictures saves time on explanations because students associate their knowledge with the image immediately. Furthermore, they increase retention since people usually forget easier what they read than what they see or watch. Critical thinking strategies are also fostered with these materials. In fact, visual thinking methodology is based on the visualization and interpretation of images by the learners. It allows students to manipulate the items and go beyond them, inferring meaning and formulating a hypothesis. Thus, they help the learner to gain confidence with the foreign language.

Apart from visuals, all the materials for a mixed-ability class require too much preparation and designing by the language or content teacher, which implies extra time and workload. However, this investment in time in the preparation phase would be rewarded in class, where we would save time (Dudley and Osváth, 2016). Diverse materials and strategies provide the students with multiple options for accessing the contents, taking in information and practising the acquired knowledge using different strategies. While doing a variety of tasks in class, students are busy and focused, avoiding time for boredom.

Finally, the use of ICT resources has entailed a step forward to cater to diversity at schools. They allow us access to a large universe of materials, resources and techniques that can be downloaded or used online. More often than not, we can select ICT tools according to the students' level, age, interests, etc., and they usually present enjoyable formats that catch their attention and motivation. Furthermore, they have become an

enriching repository for teachers to look for the resource they want according to their purposes. ICTs make our life and work easier in many aspects since they allow us to share knowledge with a great number of professionals in our field.

Despite the importance of developing suitable CLIL materials for attending to diversity, studies like the one carried out by Vilkancienė and Rozgiene (2017) showed that teachers still lack competences in the design and preparation of resources and materials for the CLIL groups. They also point out that these skills will be acquired progressively through more training and performance.

3.2. Role of CLIL teachers

3.2.1. Role as educators of language and knowledge

In the previous section, we have analysed the relevance of attention to diversity in the current society and mixed-ability classes with special reference to CLIL instruction. As we have seen, this entails a change of roles and perceptions concerning all the stakeholders. However, teachers are the ones who have the most significant role. For this reason, in the present section, we are going to analyse how the teachers' roles have changed and how they should be adapted to CLIL contexts and diversity.

Throughout the last century, teacher education policies have changed “from laissez-faire to tight government control” (Helgetun and Dumay, 2020, p. 5), especially in the last three decades. Formerly, teachers had total freedom to teach what they wanted in the way they considered appropriate, which could be detrimental to students since some did not follow any pedagogical method. Fortunately, this situation has been evolving, and national or regional governments have been taking control of education, establishing different laws to guarantee quality education and the fulfilment of some rights as the attention to diversity. Nevertheless, this aspect is not entirely positive since nowadays, it seems that educational laws are made only by politicians without hearing teachers' needs and suggestions, as is the case in Spain. The issue has been polarized to the other extreme. Thus, teachers have to avoid the politicization of education and claim that governments need to look for professionals in the field to write educational laws. From our point of view, all the political concerns regarding education should be addressed by people who

know the reality of the classrooms (teachers, coordinators, principals, etc.) rather than by politicians unaware of education needs. These events have had consequences in the teachers' role.

Concerning CLIL instruction, there is some controversy comparing the findings of different research studies. As we stated previously, some of them have shown that CLIL programmes have a positive impact on students' linguistic results. However, other studies do not confirm that CLIL students always outperform those in L2 traditional classes. Hu and Gao (2021) attributes this contradiction to contextual and educational factors, being the most significant one the teachers' role as the main providers of foreign language input.

In Europe, and especially in Spain, the rapid implementation of CLIL programmes has forced teachers and schools to adopt new teaching procedures based on innovative and student-centred methodologies (Pavón and Rubio, 2010). However, it has entailed a significant change in the way teachers conceive education. As a consequence, teachers' roles have been undoubtedly affected. In fact, many teachers do not know the features of this new methodology for its implementation. For this reason, Godzhaeva et. al. (2019) point out that educators prefer this innovation to be implemented gradually and in different stages concurrently with the linguistic and pedagogical training of the teacher and the "adjustment" of the learners' communicative skills. Before that, CLIL teachers have to change from old-fashioned pedagogical practices as the only owners of knowledge to a more open perspective, becoming guides, companions and facilitators of information (Pérez Cañado, 2018a), creating opportunities for everyone to learn. In the end, CLIL entails a change from theoretical approaches to practical ones, which requires considerable teacher training. Moreover, Hillyard (2011, p. 6) highlights the need for a "shift in attitude", which requires that teachers express willingness to improve and desire to learn new pedagogical practices, work collaboratively, and so on. Last but not least, teachers have to believe in CLIL and its efficacy to achieve positive outcomes and transmit this feeling to others.

3.2.1.1. The relevance of language in the CLIL teacher's role

In a CLIL programme, students learn subject content through a foreign language. This duality creates confusion among educators. In fact, they do not know who is

responsible for teaching and what kind of training each teacher should provide learners. Ideally, CLIL instruction should be developed by teachers qualified in both areas, language and content, although it is difficult to find educators with such qualifications. Normally, content teachers are not highly qualified in language, whereas language teachers are required to teach English as an instrumental subject, at least in Spain, although the situation is changing. Some countries present formal requirements for CLIL teachers' qualifications. These requirements usually are defined concerning language competences mainly (Vilkancienė and Rozgiene, 2017). Portugal, Germany, Sweden or Finland only require the regular teacher's degree to work in a CLIL school. However, Spain, France, Italy or Poland ask for an additional qualification. In the case of Spain, teachers have to demonstrate a foreign language certificate (minimum B2), although it depends on each autonomous community. Some of them just require the language qualification certificate (Comunidad Valenciana, Andalucía, Región de Murcia, Canarias or Cantabria). Other regions demand specific training in CLIL methodology, such as Cataluña, Castilla y León or Extremadura (Comisión Europea, 2017).

Concerning language, teachers need to develop general knowledge about the language (grammar and lexis), uses of the language and language learning strategies to support students access and understanding of the subject content. However, this language learning should be explicitly taught by subject teachers to facilitate its acquisition. They are responsible for selecting and adapting the language used in the teaching materials as well as in their explanations. Moreover, they should make students aware of the different language features by providing them with several opportunities to receive and use the target language. Concerning language learning strategies, teachers should promote them through scaffolding or elicitation techniques (Hu and Gao, 2021). These strategies would help learners to use the language beyond the classroom context. As an encouraging consequence, Rodríguez (2012) explained that

teaching subject content in the foreign language makes the use of that language more contextualized, real and meaningful for students. As language is used to fulfil real purposes, its use is authentic and much more meaningful for the students; as a consequence, motivation is increased. (Rodríguez, 2012: 183)

As regards teachers' language general level, some regions in Spain are asking them for a B2 or C1 according to the Common European Framework of References for

Languages (CEFRL) to implement a CLIL programme. Teachers are required to have a good level of the foreign language, but they do not need to be native speakers since CLIL does not intend to teach the L2 rigorously; it is the means to access the content. However, some countries require native-like language level to become CLIL educators (Vilkanciene and Rozgiene, 2017), such as Lithuania or some areas in France (Comisión Europea, 2017). From our point of view, a native-like level is not necessary for a CLIL teacher since it is a dual-focused approach, and the language is the means to access the content. It is sufficient by having a high level of command to be able to communicate, express, share knowledge and teach students. Gómez (2020, p. 13) states that “although for implementing CLIL approach, native speakers are not crucial, a proficiency level of the target language is desirable so that more attention can be [paid] to active methodologies”. Undoubtedly, if teachers are proficient in the language of instruction, their training could be more focused on the pedagogical side and, of course, on the attention to diversity.

Hu and Gao (2021) comment that studies reveal that some teachers do not focus enough on the forms of the foreign language. They are more centred on subject content than on foreign language. Thus, they forget important linguistic features that need to be taught. As it has been studied in this Master’s Degree, when talking about the integration of content and language, content goes first, although we cannot ignore language since it is the means to access the content. In fact, “too little attention paid to form will have negative consequences” (Coyle et al., 2010, p. 110). On this matter, Hu and Gao (2021) claim more training regarding pedagogical practices in CLIL based on what teachers do and the reasons for doing so. This would help them to understand the main principles of this methodology and to develop their teaching according to them.

Although it is evident that several factors affect teachers’ teaching (personal experiences, cognitive aspects, ideological features or identity), language teachers’ cognition have a profound impact on the practices that teachers develop in the classrooms. This cognition is referred to the knowledge, beliefs and perceptions that teachers have about the language of instruction. It is closely related to what Hu and Gao (2021) call *teacher language awareness*, which is something essential for an L2 teacher and should be also transmitted to students through learning experiences (Godzhaeva et al., 2019). It includes knowledge and beliefs about the use of the language, its internal system and pedagogical knowledge about its teaching (Hu and Gao, 2021). Teacher language awareness affects teachers’ roles since their personal beliefs and knowledge about the language will determine the kind of instruction they design and how they guide the

methodology in terms of activities, dynamics, evaluation, etc. Teacher language awareness also helps especially content teachers to support learners in their acquisition of subject content.

Moreover, apart from knowing the instrumental and conversational language, teachers should have a certain degree of competence in the subject-specific language, which mainly includes specific vocabulary related to each subject. At this point, it is important to highlight the distinction made by Cummins (1999) between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The first one refers to real and everyday English used for communication, including daily routines, cultural aspects and classroom interactions language. However, the second one deals with more academic vocabulary, as we have just said, related to each content subject, such as concrete concepts or abstract constructs (Gómez, 2020). Related to this, Hu and Gao (2021, p. 52) summarise the language knowledge that must be required for any teacher in a CLIL context, saying that “teachers need to have solid knowledge about the language around their subjects, including subject-specific language, general academic language, and language for classroom conversation”.

Following on from language teachers’ role, Dale, Oostdam and Verspoor (2018) claim that research focused just on language teachers in CLIL is scarce. Most of the research studies carried out until now have focused on subject teachers or both subject and language teachers, so their roles have not been clearly defined and investigated. As we have previously seen, there is certain controversy about which language aspects teachers should focus mainly on, meaning or form (Tedick and Cammarata, 2012). After a literature review carried out by Dale, Oostdam and Verspoor (2018), they identified five features of language that language teachers have to take into account in their classes. *Content/meaning* refer to contexts where there is not an explicit language focus since it is related to the content itself. *Vocabulary* is defined as the learning of words. *Grammar* describes attention to language structures, morphology and syntax. The fourth items are *functions* (relationships between focus, form and grammatical patterns), *skills* (speaking, listening, reading and writing) and language learning *strategies*. Finally, *discourse* is the feature “that describes a language focus at text or discourse level” (Dale, Oostdam and Verspoor, 2018, p. 371). This is a relevant feature because it connects with all the subjects by bringing together text genres, form-functions, subject and academic literacies and text types, even though each subject has a specific discourse. Thus, language teachers in bilingual contexts are faced with a wide range of possibilities on language and content

focus. For this reason, these authors claim more research on language teachers' role to provide them with some effective guidelines or ways for action.

In conclusion, both subject and language teachers should have certain knowledge and level of the foreign language and develop language awareness and BICS. However, language teachers should focus especially on form and accuracy, whereas subject teacher skills will be more centred on fluency and meaning to access the content. In this case, the development of CALP becomes as important as BICS. Nevertheless, none of them should forget meaning nor form.

3.2.1.2. The collaborative role

Another relevant aspect to cover when addressing the teacher's role in CLIL is teachers' collaboration to respond to considerable challenges and overcome possible obstacles (Godzhaeva et al., 2019; Vilkancienė and Rozgiene, 2017). The process of rethinking pedagogies and innovating when implementing CLIL requires discussion among teachers and all the staff involved at school. They need to agree on how they are going to work together, so collaboration and coordination at different levels are crucial and make CLIL different from other bilingual approaches. In this sense, improvements not only have to be focused on curricular changes but also on the relationships and collaborations, mainly between language and content teachers (Gómez, 2020). This implies that content and language teachers are required to be trained in new pedagogical practices and methodologies. Thus, they have to make an effort to reinforce their knowledge and share it among them to create a common line of action, working hand in hand to complement each other in class (Pavón and Rubio, 2010; Godzhaeva, et al., 2019).

As a matter of fact, language teachers may lack some content skills, whereas content teachers may lack linguistic or metalinguistic knowledge, for instance (Dale, Oostdam and Verspoor, 2018). As a consequence, foreign language teachers should "work closely with subject teachers to ensure that language development is appropriately catered to, in other words, guarantee that content and languages are truly integrated" (Godzhaeva et. al., 2019, p. 291). Nevertheless, some authors think that team teaching can also be seen as one of the shortcomings of CLIL due to the lack of clarity in teachers' roles (Vilkancienė and Rozgiene, 2017).

From our point of view, the success of any CLIL programme directly depends on

the combined efforts of the school management team, teachers, students and parents. All of them should agree on normative decisions regarding objectives, programme's development, methodology and assessment procedures. More often than not, the lack of communication between the different stakeholders and the traditional assumptions and misunderstandings concerning bilingual programmes, creates a feeling of reticence or criticism towards CLIL. For this reason, collaboration and integration of the families in the school are crucial to guarantee the suitable implementation of the programme. This would also help to create a solid knowledge about CLIL and overcome false myths in the current CLIL controversy.

3.2.1.3. Teacher's role regarding diversity

Considering mixed-ability classes, the teachers' role becomes a real challenge when they have to look for ways to make more accessible and understandable input for learners at different levels. Dudley and Osväth (2016) explain that they should find a balance to cope with strong and weak students within the same group. Furthermore, a key aspect in mixed-ability contexts is that teachers challenge their students by ensuring that they understand the content while being involved and motivated in the lesson (Jambrina, 2020). Other authors suggest dividing "the larger group into smaller, flexible groupings for activities, to avoid segregation and discrimination against the most vulnerable so that the highest level of collaboration is reached among students" (Muntaner, 2014 quoted in Madrid and Pérez Cañado, 2018, p. 245). This option could enhance all students to participate and feel more comfortable being in small groups with classmates at the same level.

Madrid and Pérez Cañado (2018) also point out that teachers can favour motivation by adapting input to the student's comprehension level and working pace. It can be carried out by including a wide variety of activities that catch students' attention with different topics and interests. The use of audio-visual materials and ICT resources also facilitates adaptation. At the time of evaluating students, teachers should give constant feedback so that students can check how well they are learning and if they have understood the content or not. When providing feedback to students, "it is also important to encourage and motivate students, highlighting their achievements, however small they may be, and minimizing their failures and mistakes" (Madrid and Pérez Cañado, 2018, p. 245). Moreover, teachers should adapt evaluation to the diversity present in class. In this

sense, it is advisable to design different kinds of assessments to cater for the differences within the group (adapted tests, projects or oral questions). This would help evaluate each child fairly according to his/her needs.

Finally, different studies reveal that teachers must develop several techniques to facilitate understanding in a CLIL classroom. Some of them are related to the teacher's voice who has to "speak slowly, clearly and in a suitable volume" (Madrid & Pérez Cañado, 2018, p. 246). Moreover, he/she should exaggerate pronunciation to make students aware of the different sounds and help them overcome difficult items in the L2 phonetics (Madrid and Pérez Cañado, 2018). At this point, the teacher must adapt oral language to the students' level since they can feel frustrated if they do not understand. Repetitions, recasting, reformulating, using familiar vocabulary and structures or using non-verbal language and gestures are useful techniques to make the oral language more accessible to learners.

3.2.1.4. The use of the L1

Another burning issue in CLIL instruction that always provokes debate is the use of the L1 in class to facilitate understanding and clarify concepts that are not very explicit in the foreign language, as an instrument to scaffold content (Madrid and Pérez Cañado, 2018; Pavón and Ramos, 2018). Although some teachers argue that the foreign language should be the only one employed in the classroom, code-switching has become a common pedagogical strategy to use in bilingual contexts. However, the use of the L1 has to be carefully decided so that it does not become detrimental to foreign language learning.

Pavón and Ramos (2018) carried out an analysis in which teachers declare that they used the L1 to support students with complex concepts and that this practice was not systematic. This technique is mainly used in contexts in which students do not present a high command of English. After the research, Pavón and Ramos (2018) found that there are specific situations in which students and teachers used the L1, such as asking for confirmation, direct request for help to the teacher or classmates, spontaneous sentence-internal expressions, repetition, calling attention, giving instructions to other classmates, expressing emotions or asking for instructions.

Furthermore, teachers normally employ the first language to motivate and encourage learners to participate in class. However, teachers' role is a key aspect to shape

the use of the L1 in CLIL, avoiding that it dominates the lesson or difficulties the acquisition of the L2 (Pavón and Ramos, 2018).

Thus, the purposes of using the L1 are determined by each specific situation in which social interaction takes place, being difficult to develop it in the L2. Moreover, regarding students, two reasons could converge for the employment of their L1. On the one hand, their low proficiency in the foreign language, what forces them to use their mother tongue intuitively. On the other hand, their cognitive capacity -usually low due to their age- hinders them express meaning properly, so they mix both languages (Pavón and Ramos, 2018).

To sum up, it does not seem that L1 affect bilingual learning negatively, although it clearly reduces the amount of exposure and practice in the L2.

To summarise this section, Pavón and Rubio (2010) suggested some of the most important features and needs that the new teacher's role implies. They are focused on three main aspects. The first one is the creation of collaborative teamwork in which content and foreign language teachers could share their knowledge and make decisions. Moreover, teachers need to understand the main theoretical foundations of the CLIL approach to be able to develop the programme suitably. And finally, these authors claim that homogeneity in methodologies is essential in all the subjects involved in the programme to make the most of CLIL. This homogeneity can also be reached through collaboration among all the stakeholders. Taking the aforementioned ideas into account, it can be confirmed that CLIL entails a demanding preparation for teachers.

3.2.2. Role as builders of teacher-student relationships

In a CLIL mixed-ability environment, not only the role of the teacher as a professional educator is important. Teacher's attitudes also play a crucial role from the most humanistic point of view. We have to bear in mind that education is also made of interactions and relationships that take place in the classroom since we are dealing with people. Students appreciate affective relationships with their teachers while the latest show understanding and patience in class as one of the main qualities that educators must develop (Madrid and Pérez Cañado, 2018). As a matter of fact, the observations made

by Nightingale and Safont (2019) reveal that CLIL contexts are characterised by a kind of conversational, natural and open style that enhance and foster the development of academic language abilities.

In this sense, teachers' attitudes should also encourage participation and a warm classroom environment for all students. For this reason, teachers can show some personality traits and qualities along with the lesson that catch students' attention and are appealing to them. They can be optimistic, gracious, tolerant, develop a sense of humour, friendly and flexible (Madrid and Pérez Cañado, 2018). More often than not, personal anecdotes, for instance, are much more meaningful to learn content than another resource since students retain what is new, different, original and fun. It has been proved in a study carried out by Henry and Thorsen (2021) that positive influences and motivation are increased in class when teachers disclose personal information about themselves.

Teacher's self-disclosure can be defined as "statements in the classroom about the self that may or may not be related to the subject content, but reveal information about the teacher that students are unlikely to learn from other sources" (Sorensen, 1989 quoted in Henry and Thorsen, 2021). They are signals of a personal desire for interaction and attempts to get closer to the students, connecting experiences and creating a comfortable environment to learn. Teachers can tell personal stories about their lives, show certain beliefs or teach some personal values. However, they have to be careful with some controversial aspects like politics or religion.

As it can be seen, this process of building positive relationships between teachers and students help learners to understand the content since it is more personalised but also become a way to catch their attention and engage the most "rebellious" students in the class dynamic. Thus, the interests to participate and interact in class increase, leading to enriching communicative situations that could also take place out-of-class (Henry and Thorsen, 2021). Moreover, teachers' self-disclosures may entail that children begin to construct their personal identities, beliefs and a vision of empathy to the rest of the world.

In conclusion, teachers should connect their teaching with students' reality and life. This will allow them to construct their knowledge from practical examples based on their daily life. The building of these positive teacher-pupil relationships offers a wide variety of opportunities for bidirectional learning (Pappa et al., 2017) in which the whole education community can learn from each other.

3.3. Teachers' perceptions and needs regarding CLIL. Teachers' professional development

In the previous section, the teachers' roles and attitudes have been analysed while mentioning some of the benefits and positive outcomes of CLIL. However, this approach also has pitfalls and challenges to conquer. Sometimes, the voice of teachers, who are the main stakeholders, is not heard, which can lead to erroneous practices. If teachers are not taken into account, their needs will not be satisfied. For this reason, in this section, we are going to focus on teachers' perceptions and needs for professional development about CLIL.

Teachers cannot walk alone along this path towards bilingual education. They need to receive support, more resources and the training they require from all the stakeholders, including the educational administrations, for ensuring an improvement in the quality of CLIL education at schools (Yavuz et al., 2020; Campillo, Sánchez and Miralles, 2019).

Generally, teachers and students have reported positive attitudes and feelings towards the implementation of CLIL (Yavuz et al, 2020; Pérez Cañado, 2017; Campillo, Sánchez and Miralles, 2019; Godzhaeva et al., 2019; Lazarevic, 2019; Martí and Portolés, 2019; Pérez Agustín, 2019). They are aware of its effectiveness and benefits. The pedagogical change that CLIL entails has had a good reception among students since they prefer more interactive (Yavuz et al., 2020), dynamic and enjoyable classes. They feel comfortable having an active role in the classroom rather than being passive listeners of knowledge, which usually leads to boredom. Teachers also appreciate the power of CLIL for the “natural” teaching of a foreign language while connecting it to real life, being the classes essentially communicative, practical and appealing (Godzhaeva et al., 2019).

However, despite its effectiveness, students stated that “even if they are aware of the fact that CLIL is beneficial, they have difficulty in their lessons even in their mother tongue, so in another language, it can be an obstacle for them to learn other subjects” (Yavuz et al., 2020, p. 93). This quote represents the reality of maybe most of the CLIL classes. Thus, teachers have a huge challenge to overcome when teaching content in a foreign language, and this challenge is a matter of everyone, including the rest of the teaching staff and the educational administrations.

The situation is worse in Serbia and other near European countries, where Lazarevic (2019, p. 3) states that teachers do not have any official requirements to

implement CLIL. For instance, they do not need to know anything about types of materials or particular features of the approach, which can lead to misunderstandings and failures. They are just told to “use CLIL in teaching” without any prescriptive policy, so decisions are taken by schools and teachers individually. Therefore, local authorities should promote methodological guidelines for coping with the challenges that CLIL presents concerning teachers, parents and the rest of the stakeholders (Campillo, Sánchez and Miralles, 2019; Lazarevic, 2019). More often than not, CLIL programmes failures are due to this lack of support and teacher training. For this reason, CLIL implementation processes must be lengthier, focusing on preliminary training for all the agents involved. Different transition techniques from regular to CLIL classes must be thoroughly designed and adapted to each specific environment (Godzhaeva et al., 2019).

Concerning teachers’ preparedness, in a study carried out by Yavuz et al., (2020) about teachers’ perceptions of CLIL, “all the participants, teaching similar grades, expressed that they need more in-depth training about the philosophy and implementation of CLIL for themselves” (p. 97). According to this research, the lack of knowledge is more evident in English than subject teachers, who have less information about CLIL. This may occur because sometimes language teachers are not considered part of the bilingual team, or they refuse to collaborate on it. However, Pérez Cañado’s (2017 and 2018b) studies revealed that content, infant and primary school teachers need considerably further linguistic, materials and resources training, especially those who present lower levels, claiming for enhanced training on this issue. She has also proved that teachers start participating in pedagogical upgrade programmes abroad only when they have reached a certain English level. Therefore, language becomes a basic need to teach in CLIL, and only when it is practically developed, others may appear (Pérez Cañado, 2017). In fact, teachers are neither prepared to cope with diversity. From our view, this aspect should be as important as content and language preparedness since without catering to diversity, just a few students could benefit from the CLIL programme, those who fit the teacher’s model of instruction.

Moreover, other examples examined by Yavuz et al. (2020) and Godzhaeva et al. (2019) show that most of the teachers working in bilingual schools have not the required knowledge and competences to develop their profession. Other participants were not even aware of what the term CLIL means and its main principles. For instance, in the research carried out by Martí and Portolés (2019), none of the 110 respondents was aware of the presence of intercultural competence as one of the 4’Cs that define CLIL. Niemelä and

Jauni (2017) also found that some teachers perceive CLIL as a methodology they already know since several activities used for CLIL have been used in foreign language teaching. Therefore, “there is a need to better understand the differences between teaching a CLIL course and a regular language course” (Niemelä and Jauni, 2017, p. 91).

Nevertheless, Pérez Cañado (2017) shed some light on this respect when she points out in her research about the improvement that has been observed regarding teachers’ familiarization with the theoretical and even more practical underpinnings of CLIL. This positive finding shows that scientific knowledge about CLIL is being addressed recently. Godzhaeva et al. (2019) also suggest a kind of “co-teaching” as another idea to overcome the lack of preparation. They argue that language teachers could read some modules of content subjects to acquire the knowledge. However, we consider this idea a bit informal, preferring that teachers fulfil a complete training and collaboration.

For this reason, further teachers’ training is urgently needed and claimed in all the research studies that we have consulted for this dissertation. Participants in Pérez Cañado’s (2017) study consider more training, either methodological and linguistic, essential. They think that both aspects are vital for them to successfully implement CLIL, so both have to be taught in equal proportion. By the same token, attention should be driven to diversity since teachers complain that they do not know how to adapt or design their practices for different kinds of students.

Different linguistic and methodological training courses or exchange programmes should be organised for language and subject teachers (Yavuz et al., 2020; Pérez Cañado, 2017 and 2018b; Campillo, Sánchez and Miralles, 2019; Pérez Agustín, 2019; Hu and Gao, 2021). From our point of view, all CLIL teachers should obligatorily attend these programmes before teaching in a bilingual school. To promote a quality instruction process for teachers, the programmes could be classified according to each teacher’s age, needs, previous competences, knowledge, etc. Therefore, teachers would improve the weaknesses they have regarding CLIL instruction. In the same line, “measures should be taken to orchestrate a fair balance in the way in which these training actions are assigned to ensure that all age brackets can access them adequately” (Pérez Cañado, 2017, p. 141). Campillo, Sánchez and Miralles (2019) also argue that it should be convenient to attend more intensively and quickly those teachers with shorter experience or less trained in CLIL because they need further training to implement the

programme properly. Personally, we agree with this aspect since diversity also exists among teachers. As we need to adapt our teaching to the students' needs, it should occur the same with teachers training. Thus, not all teachers need the same instruction.

However, Pérez Cañado (2017) in her investigation, claims that this ongoing professional development should be revised and renewed since some teachers find it as a weakness. They ask for “more training abroad, post-for-post exchanges, and participation in Erasmus+ programmes, all of which they consider tremendously enriching” (p. 138). As a matter of fact, previous experience abroad has a positive impact on the teachers' language level. If they have more experience, they will present lower language training needs (Pérez Cañado, 2018b). Thus, as Lazarevic (2019) and Pérez Cañado (2018b) state, teachers express willingness to improve their pedagogical practices, and they are aware of the importance of their continuous training and lifelong learning to be up-to-date on the field of bilingual education. Despite this, continuous professional development should not be understood and limited to attending conferences or workshops in isolation since it goes further. Acosta (2020) interprets it as a combination of this attendance and teachers' interest in acquiring knowledge and improving their practices through planned and conscious activities that renew their moral and pre-existing conceptions. For example, different seminars should be fostered in which teachers not only learn theoretical and methodological aspects but also help to prepare them psychologically and mentally. Interchanges of ideas among teachers through discussions could be another way of improving this competence.

Pérez Cañado (2018b) suggests different lines of action concerning teacher training programmes. First of all, she claims to modify undergraduate degrees, including sufficient methodological and theoretical foundations on CLIL for preservice teachers. Degrees should contain specific itineraries for bilingual education as well as internships in bilingual schools. The promotion of plurilingualism among universities is also a powerful resource to overcome the lack of knowledge by organising seminars, conferences or workshops apart from training courses commented on before. Moreover, new degrees and Master's degrees in bilingual education could also be a desirable solution. Finally, Pérez Cañado (2018b) emphasizes the importance of continuous research into teacher training needs because recent studies have shown an “interesting evolution and a more nuanced diagnosis of teacher training needs” (p. 218).

Another problem that teachers report is the scarcity of time and materials for such

work overload. Concerning time, teachers indicate that they need enough time to plan and prepare for the lesson. CLIL lessons planning naturally require more time compared to other regular lessons (Yavuz et al., 2020), especially in mixed-ability classes. In fact, if we also consider diversity, the time for preparation increases considerably. Teachers need time and effort not only to design or adapt the materials but also to collaborate with other content or subject teachers. However, in Andalusia, they find it difficult to look for time to meet up and coordinate bilingual aspects since they only have a weekly hour devoted to it. For this reason, teachers have to work extra hours apart from their official schedule to discuss and plan collaborative projects. Consequently, this drawback negatively affects teachers' workload and motivation (Pérez Cañado, 2017, 2018b). According to Lazarevic (2019), administrative work and other scholarly activities also complicate finding time for collaboration. Thus, it is an urgent need that educational administrations provide bilingual teachers with more hours in their schedules to develop CLIL programmes correctly, allowing time for planning and collaboration. Despite the difficulties, this author and Pérez Cañado (2018b) have noticed a favourable progression regarding collaborative practices since teachers are currently more conscious about the importance of working together. Campillo, Sánchez and Miralles (2019) have also proved that teachers are satisfied with their coordination with language assistants since they support the students and the development of linguistic skills and intercultural awareness. However, they would like to continue improving the coordination between language and content teachers. Perhaps language assistants present more willingness to collaborate since they are hired to support teachers and have less workload.

Concerning materials, teachers complain about the lack of CLIL materials due to its relative novelty. In some European countries, there are no textbooks designed for CLIL classes in English, and some teachers even wonder if they should translate or adapt the ones created in the L1. Thus, they have to look for examples on the Internet, encyclopaedias or specialised dictionaries to design or adapt their own materials (Lazarevic, 2019). This is an issue that requires a huge personal effort for preparation. Moreover, teachers not only need specific examples of materials to use in the classroom but also clear examples of how to use them and apply the criteria at the production stage. Currently, the problem is that we have good materials, but they are not enough because they are focused on one specific topic, age or level. Thus, although quality materials have been designed, we need more to fulfil our students' needs and cater to diversity. Visual and technological materials should be included, such as flashcards, games, worksheets,

as well as tools to design the materials themselves. Finally, in the study carried out by Yavuz et al. (2020), teachers “recommend that school administration provide necessary conditions, namely materials, training, the community of practices, schedule and so forth for the implementation of CLIL” (p. 100).

By and large, and despite all their needs, teachers “agree that CLIL-based lessons helped students contextualize language learning by providing authentic settings, fostered and contributed to students’ motivation, creativity, collaboration and communication (especially fluency); increased students’ subject and vocabulary knowledge; reinforced four skills and developed critical thinking skills” (Yavuz et al., 2020, p. 100-101). To sum up, teachers consider that CLIL teaching is professionally challenging but personally rewarding (Godzhaeva et al. 2019). To be honest, this last sentence perfectly summarises the essence of CLIL. Not everyone is prepared to implement this approach since it entails many factors as the ones quoted before. Teachers should be trained cognitively and psychologically to face the multiple challenges that CLIL involves, from linguistic knowledge to collaboration or attention to diversity. Thus, CLIL is not just teaching content through a foreign language. It entails a set of challenging practices that require proper training to achieve success. If so, teachers can perceive CLIL as a powerful, innovative and personally rewarding approach.

3.4. Motivation in CLIL instruction

As it has been highlighted before, motivation is a key ingredient for CLIL instruction. Schools and teachers should design a teaching-learning process that fosters motivation from the subjects among students but also teachers (García, 2020). Motivation plays a meaningful role in the creation of learning experiences that engage students and teachers to participate. In fact, if students show positive attitudes, their motivation normally raises (Calderón and Morilla, 2018; Lasagabaster and Doiz, 2017). Thus, teaching or learning becomes an enjoyable task that occurs naturally in a warm environment.

Concurrently, CLIL teachers need to be motivated, not only to design and develop their practices but also to transmit that desire and motivation to the students. However, this is not easy to get, mainly due to the facts mentioned in the previous section, such as

limitations on time, materials or training. All these aspects can demotivate teachers to continue working on CLIL. Nevertheless, through collaboration between content and language teachers, effort and predisposition, teachers achieve their objectives, which is rewarding for them, encouraging them to continue working hard (Lasagabaster and Doiz, 2017). In fact, “the most valuable motivator is achievement, and, when teachers feel successful about their teaching ability, students’ learning outcomes improve” (Grant and Hill, 2020, p. 50). Calderón and Morilla (2018) argue that even the students with the most developed skills are unable to achieve the objectives if motivation is lacking. Creating an optimal environment for students to interact will also improve their achievement and motivation.

Research about motivation in bilingual education is currently scarce. In Spain, it has been focused on English as a foreign language rather than examining how CLIL influences motivation (García, 2020). This is a more recent phenomenon, so teachers request more research about it.

Some research studies analysed in García (2020) and Navarro and García (2018), show that Social Science is the hardest subject for students, where they feel more anxiety, maybe because it is more abstract. Thus, the teacher’s role as a motivator is crucial in this subject. As it has been said, the degree of motivation influences the learners’ engagement in the subject. Thus, the results also show that teachers use educational techniques to engage the students fostering visual-spatial intelligence, such as posters, videos or flashcard games. Moreover, it has also been found that motivation increases when students share their learning with others and participate actively being part of a group. This also increases their responsibility for learning and willingness to complete the tasks.

As we have previously mentioned, students struggle to use L2 in CLIL lessons and understand the teacher. Despite that, results in Calderón and Morilla (2018) affirmed that students had positive attitudes and motivation towards learning through English not only because they enjoy the lesson but also because they believe that English will be useful and significant in their future. In fact, students use the target words and structures in a meaningful and accurate way after being introduced in the CLIL lesson (Mede and Çinar, 2018). In this vein, Mearns, De Graaff and Coyle (2017) in a study comparing CLIL groups with mainstream education, found that students can “express with more conviction their reasons for choosing bilingual education, compared to the impression of resignation given by mainstream responses” (p. 11). Lasagabaster and Doiz (2017) also

talk about the desire to learn the L2 to become integrated into or identify with its culture and community. This could be linked to the students' intrinsic willingness and natural curiosity to explore and discover new things. Nevertheless, these authors found in their study that CLIL does not have such long-term positive results on learners' motivation in English learning since it decreases gradually, whereas motivation towards the content subject is maintained. Therefore, future efforts should be made towards the linguistic dimension. As a practical idea to solve this problem, we suggest focusing the language on the students' interests. For instance, if students are keen on cinema, they can learn English through different films. The classroom can be decorated, and the materials can be designed regarding each plot to motivate students.

Furthermore, most of the studies analysed in García (2020) and the ones carried out by Navarro and García (2018) and Mearns, De Graaff and Coyle (2017) reveal that motivation is an indispensable factor for the learning of the L2 and that CLIL students are more motivated than non-CLIL ones. The reasons could be that they receive more support from teachers (scaffolding), carry out more participative and interactive activities and major use of ICTs. Consequently, Mede and Çinar (2018) argue that the CLIL group usually obtains higher marks due to its higher motivation, especially in productive skills. At this point, "it is possible to identify a positive link between affective factors and scores in language attainment" (Navarro and García, 2018). Lasagabaster and Doiz (2017) also correlate this improvement with the cognitively challenging situation associated with CLIL, as we previously mentioned. The more challenging the task is, the more motivation is needed to overcome it. Parents' motivation and perceptions about CLIL and multilingualism also influence their offspring, especially when they think about their future education and career (Van Mensel and Deconinck, 2019; Jambrina, 2020).

Regarding attention to diversity, it can also affect teachers' motivation due to the extra workload that it implies. Moreover, the findings in Calderón and Morilla (2018) show that it is needed since students present extremely different English levels and needs. As a consequence, students who present low levels feel demotivated and perceive CLIL as a negative experience. However, "motivated students can achieve a good working knowledge of foreign language learning regardless of their aptitude and cognitive characteristics" (Jambrina, 2020, p. 11). Thus, motivation can be seen as another kind of diversity since each child can have a different level. Nevertheless, motivation could reduce the differences among children in a mixed-ability class. When students are motivated, they pursue the same objective despite their individual characteristics. This

does not mean that, once they are motivated, diversity disappears but that their interests and efforts are oriented to the same goal, and there is a common sense of achievement in class. At this point, it is easier to assist the differences since students can help each other.

However, teachers should not only be focused on students but also themselves. As we have mentioned, teacher's motivation and emotions are crucial aspects so that a CLIL lesson works properly. It could be considered as a bidirectional process between students and teachers. A motivated teacher can motivate students and vice versa. In fact, teachers' emotions and self-esteem have a direct impact on students. More often than not, the teacher is a model that students tend to imitate in every sense. At this point, teacher's attitudes play a vital role. Thus, if the teacher does not feel such motivation towards CLIL, students will rarely get it. For this reason, the process should be bidirectional in which both agents (teachers and students) influence each other, in this case, by motivating the classroom environment. The solution to achieve motivation in class could be that both teachers and students enjoy what they do. Teachers should make the lesson attractive for children, but also themselves. They can look for topics of interest and resources that transform the classroom into an enjoyable environment in which the teacher and the student spend a great time while teaching and learning.

Finally, we could summarize this section by affirming that the CLIL teacher should be humane, focusing on students' motivation, being a facilitator of knowledge, fostering learners' autonomy and trying to build their self-esteem (Grant and Hill, 2020; Mede and Çinar, 2018).

4. DISCUSSION AND CONCLUSION

The development of this Master's Dissertation has entailed a theoretical overview of the most current literature about the topic concerning attention to diversity and teachers attitudes in CLIL contexts. Moreover, to contribute to the field of study, this literature has been gathered in a database to facilitate future researchers their work at the time of looking for the most recent studies.

According to the first section, attention to diversity in our current society is a need. Every person is different from others regarding personal, cognitive and psychological features. For this reason, inclusive education should imply an education created for all, including different individual needs, motivations, learning styles, interests or types of intelligence. However, as Madrid and Pérez Cañado (2018) stated, everyone must learn with equal opportunities. Concerning CLIL education, the use of an additional language makes the process more complex in a mixed-ability class. Our view on this issue is that CLIL teachers should know their students in advance, avoiding labelling them. They need to be aware of their differences and needs to design another kind of teaching in which the whole group feel integrated. In our short experience, variety is a key rule that usually works in every classroom. Learners have to be in constant movement both cognitively and physically. Thus, the inclusion of a variety of tasks along the same lesson will catch their attention and help them to be engaged.

CLIL entails a methodological innovation in which students participate actively, and teachers become guides of learning opportunities. Methodologies foster student-centred approaches, and they should be varied according to the variety of learning styles (Manzanares, 2020). From a personal perspective, teachers should take those aspects that they consider significant for their lessons from each methodology, creating an eclectic approach. The aim is to make the most of each methodology, and not to focus just on one. This will allow us to redefine and change our practices regarding our students' needs throughout the course. Furthermore, in a mixed-ability class, teachers should encourage cooperation rather than competition. Students with different levels must help each other, creating an atmosphere of respect and support. In this sense, cooperative work techniques are really useful to take advantage of the strengths of each student and supporting the weaknesses among all through scaffolding. Every learner must be essential within the group by his/her contributions. However, further support from academic advisors and educational administrations are needed because, as we have seen, teachers usually do not

know how to proceed in a mixed-ability class.

Regarding the role of CLIL teachers, in the second section of the project, we have distinguished among educators of language and knowledge, and builders of teacher-student relationships. The first one refers to the qualification that teachers should have in terms of knowledge about the content subject they teach and knowledge about the language, its uses and learning strategies. Most of the authors analysed, claim that teachers need to have a suitable level of L2. Our perception goes in the same vein since, without needing a native-like level, they have to be able to communicate, express and share knowledge to teach the students. Moreover, their language awareness is essential to understand the L2 and design the instruction according to it. Teachers should also employ techniques to scaffold students regarding language lacunae. We suggest the use of visuals like flashcards or videos that enhance students' attention and motivation, as well as some techniques to modulate the teacher's voice like speaking slowly, clearly, repeating or recasting to facilitate understanding.

Collaboration is also a crucial aspect in CLIL, especially to cater to diversity. Following the ideas of the authors analysed and taking into account our experience, language and content teachers must work hand in hand to complement each other and design significant tasks for students, creating a common framework and guaranteeing quality instruction. The integration of all the stakeholders, including families, is also positive to build an educational community and avoid misunderstandings about CLIL.

Furthermore, teachers are responsible for building positive relationships between them and their students. At this point, they should show their more humane face. Teacher's self-disclosure has been mentioned as an attempt to get closer to the students. It has been proved to be essential for the teacher to connect with the students and build a warm educational environment. This aspect can engage learners in the lesson because teachers tell their own experiences and personal aspects, which draws students' attention since this is something new and original for them. It allows learning in a meaningful way, from real accounts, so that children perceive that what they learn can be applied in their nearest reality.

Concerning the third section, it has been commented that, in general, teachers show positive attitudes towards CLIL. However, its implementation implies a huge challenge for teachers since they have to take into account many features to achieve success. Thus, they need to receive suitable support and training, which has become two

of the main shortages in bilingual education. To solve this problem, we suggest the development of different training courses adapted to the needs of each teacher since diversity is also present in teachers. In this way, teachers' lacunae will be fulfilled, which will be different depending on factors like age, previous experience, language level, etc. The scarcity of time and materials is another current problem, especially in a diverse class. Regarding time, educational administrations should increase the hours that teachers have to meet with other teachers, design their lessons or create materials. As for CLIL materials, there is a lack of them because they need to be adapted or originally designed. For this reason, the creation of different platforms where teachers can share the materials they design has been perceived as a need, to enlarge their supply and all teachers can access and contribute to the field.

Motivation is also presented as a key ingredient for diversity in CLIL in the last section of the present work. It has been demonstrated that both teachers and students need to be motivated to participate and enjoy the lesson. Studies on the field reveal that CLIL students are usually more motivated than non-CLIL ones, perhaps, due to the inner nature of this approach that fosters more participative activities and the use of diverse materials. Motivation has been perceived as a bidirectional process between teachers and students in which the attitudes of one of them will have a direct influence on the other. Thus, the solution provided is that teachers design attractive lessons in which all the stakeholders enjoy and learn at the same time within a motivating environment.

Finally, the only limitation we have found by developing this project is the lack of experimental investigations with updated data in the last year due to the coronavirus pandemic. Regarding lines for future research, it has been mentioned once and again that further research is crucial in the relatively new field of CLIL education. Attention to diversity, teacher's role or motivation are some of the aspects in which researchers should focus their future work because we could not find enough empirical evidence. This Master's Dissertation provides them with the latest literature review and new insights to continue researching on these burning issues.

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APPENDIX - DATABASE

Year	Title	Author/s	Keywords
2021	<i>Teachers' self-disclosures and influences on students' motivation: A relational perspective</i>	Henry, Alastair; Thorsen, Cecilia	Self-disclosure, L2 motivation, identities, identity-work, teacher-student relationships
2021	<i>Understanding Subject Teachers' Language-Related Pedagogical Practices in Content and Language Integrated Learning Classrooms</i>	Hu, Jingjing; Gao, Xuesong	Content and language integrated learning, pedagogical practice, teacher language awareness, CLIL teacher education
2020	<i>Mixed-ability CLIL classes</i>	Acosta Coronel, Bertha Mercedes	Mixed-ability class, CLIL teachers, questionnaire, qualitative research, ADiBE
2020	<i>Viewing the Parent-Teacher Relationship in Music Education Through the Lens of Role Theory: A Literature Review</i>	Ang, Kathryn; Panebianco, Clorinda; Odendaal, Albi	Music lessons, relationships, role of parents, role of teachers, role theory

2020	<i>CLIL methodology, materials and resources, and assessment in a monolingual context: an analysis of stakeholders' perceptions in Andalusia</i>	Barrios, Elvira; Milla, María Dolores	CLIL, bilingual programme, stakeholder perspectives, Andalusia, SWOT analysis
2020	<i>Issues and Challenges of English Language Teacher-Trainees' Teaching Practicum Performance: Looking Back and Going Forward</i>	Deocampo, Marilyn Fernandez	English teacher trainees, issues and challenges, reflective teaching, teaching practicum, narrative approach
2020	<i>Revision of research on motivation in CLIL and non-CLIL context in Primary Education</i>	García Montoya, Patricia	Motivation, Second Language Learning, English as a Foreign Language, Content and Language Integrated Learning, Primary Education, Individual Differences
2020	<i>Influential factors in CLIL implementation: an action plan to overcome weaknesses in teacher's education and training for CLIL</i>	Gómez Cortés, José Antonio	Pre-service teacher education, in-service teacher training, bilingual education, CLIL teacher competences, self-evaluation, checklist
2020	<i>Measuring Intercultural Learning through CLIL</i>	Gómez-Parra, M ^a Elena	Intercultural education, bilingual education, interviews, secondary school students, intercultural learning

2020	<i>Activating Culturally Empathic Motivation in Diverse Students</i>	Grant, Donald E., Jr.; Hill, Jerell B.	Motivation, cultural responsiveness, empathy, self-determination theory
2020	<i>From scholar to craftsperson? Constructing an accountable teacher education environment in England 1979-2019</i>	Helgetun, Jo B; Dumay, Xavier	Neo-institutionalism, teacher education, public policy, causal mechanisms
2020	<i>How to Manage Mixed-ability in a CLIL Environment: Factors, Methodological Strategies, Assessment. Didactic Application</i>	Jambrina Pérez, María	-
2020	<i>Promoting Intercultural Communicative Competence through CLIL in Greek Primary Education</i>	Lagou, Fotini; Zorbas, Vasilios	Content and Language Integrated Learning, Intercultural Communicative Competence, Intercultural Education, Teacher Training
2020	<i>Teachers' Perspectives, Practices and Challenges in Multilingual Education</i>	Larrañaga, Nagore Ipiña; Agirre, Ainara Imaz; Pedrosa, Begoña; Garro, Eneritz (Eds.)	-
2020	<i>Attention to diversity in the CLIL approach. A practical proposal</i>	Manzanares Hurtado, Marta	CLIL, bilingualism, attention to diversity, inclusion, ADD, cooperative work, ANEAE

2020	<i>Supporting gender-inclusive schools: educators' beliefs about gender diversity training and implementation plans</i>	Mcquillan, Mollie T.; Leininger, Jennifer	Gender identity, transgender, educator professional development, educators' beliefs, gender diversity training, gender affirming
2020	<i>Attention to diversity in CLIL: A didactic proposal for Primary Education</i>	Mejías Ibáñez, Benjamín	Language, content, learning, CLIL, diversity, inclusion
2020	<i>The emotional side of the collaborative principle of CLIL</i>	Ortega Postigo, Yolanda	CLIL, collaboration, teachers, emotions, training, English
2020	<i>Teachers' Perceptions and Needs of CLIL: A Collective Case Study from Turkey</i>	Yavuz, Ahmet Cihat; Öztüfekçi, Ali; Ören, Aybuke Demet; Kaplan, Ayten; Uzunkaya, Çigdem Yilmaz	CLIL, English language teaching, Internationalisation, Teachers' perceptions, Teachers' needs
2019	<i>Primary Teachers' Perceptions of CLIL Implementation in Spain</i>	Campillo, José María; Sánchez, Raquel; Miralles, Pedro	CLIL, primary education, science, evaluation

2019	<i>Approaching CLIL from the Periphery: Integration of Content and Language in Russian Higher Education Institution</i>	Godzhaeva, Natalia S.; Logunov, Timur A.; Lokteva, Marina S.; Zolotareva, Svetlana A.	University training, CLIL, exposure, language skills development, preparedness
2019	<i>CLIL teachers' reflections and attitudes: surviving at the deep end</i>	Lazarevic, Nina	English-medium CLIL, EFL, secondary education, teacher attitudes, Serbia
2019	<i>Spokes in the Wheels of CLIL for Multilingualism or How Monolingual Ideologies Limit Teacher Training</i>	Martí, Otilia; Portolés, Laura	Multilingualism, CLIL, teachers' beliefs, teacher training, monolingual ideologies
2019	<i>Conversational Style and Early Academic Language Skills in CLIL and Non-CLIL Settings: A Multilingual Sociopragmatic Perspective</i>	Nightingale, Richard; Safont, Pilar	CLIL, primary education, classroom discourse, academic language skills, sociopragmatics, multilingualism
2019	<i>Meeting CLIL Teachers' Training and Professional Development Needs</i>	Pérez Agustín, Mercedes	-
2018	<i>Students' Attitude and Motivation in Bilingual Education</i>	Calderón Jurado, Beatriz; Morilla García, Cristina	Attitude, motivation, bilingual program, CLIL, science subjects

2018	<i>Searching for identity and focus: towards an analytical framework for language teachers in bilingual education</i>	Dale, Liz; Oostdam, Ron; Verspoor, Marjolijn	Language teachers, CLIL, collaborative practices, pedagogical practices, language focus, content focus
2018	<i>Clarification requests as a method of pursuing understanding in CLIL physics lectures</i>	Kääntä, Leila; Kasper, Gabriele	Non-understanding, clarification request, classroom interaction, CLIL, conversation analysis, multimodal resources
2018	<i>Un estudio sobre la situación inclusiva en centros educativos desde la percepción de la comunidad educativa</i>	López Azuaga, Rafael; Suárez Riveiro, José Manuel	Educación inclusiva, comunidades de aprendizaje, aprendizaje servicio, atención a la diversidad, educación intercultural, participación
2018	<i>Innovations and Challenges in Attending to Diversity through CLIL</i>	Madrid, Daniel; Pérez Cañado, María Luisa	-
2018	<i>Implementation of Content and Language Integrated Learning and Its Effects on Student Motivation</i>	Mede, Enisa; Çinar, Senanur	Content and language integrated learning, CLIL, motivation, higher education, English, language teaching, language instruction, language learning

2018	<i>Are CLIL Students More Motivated? An Analysis of Affective Factors and their Relation to Language Attainment</i>	Navarro Pablo, Macarena	CLIL, motivation, language attainment
2018	<i>“You’ve Got the Color, but You Don’t Have the Shades”: Primary Education CLIL Teachers’ Identity Negotiation within the Finnish Context</i>	Pappa, Sotiria	Content and Language Integrated Learning (CLIL), professional identity, identity negotiation, professional agency, teachers’ emotions, Thematic analysis, Finnish primary education, subject-centered socio-cultural approach
2018	<i>Describing the use of the L1 in CLIL: an analysis of L1 communication strategies in classroom interaction</i>	Pavón, Víctor; Ramos, María del Carmen	CLIL, L1, translanguaging, code-switching, construction of meaning, communication strategies
2018	<i>Innovations and Challenges in CLIL Teacher Training</i>	Pérez Cañado, María Luisa	-
2017	<i>Explaining motivation in language learning: a framework for evaluation and research</i>	Bower, Kim	Learner motivation framework, language-learning, complex dynamic systems, CLIL
2017	<i>Preparing Teachers for Diversity: The Role of Initial Teacher Education. Final Report</i>	European Commission	-

2017	<i>An analysis of three curriculum approaches to teaching English in public-sector schools</i>	Graves, Kathleen; Garton, Sue	-
2017	<i>A longitudinal Study on the Impact of CLIL on Affective Factors</i>	Lasagabaster, David; Doiz, Aintzane	-
2017	<i>Motivation for or from bilingual education? A comparative study of learner views in the Netherlands</i>	Mearns, Tessa; De Graaff, Rick; Coyle, Do	CLIL, bilingual education, motivation, Netherlands
2017	<i>CLIL teachers in Finland: The role of emotions in professional identity negotiation</i>	Pappa, Sotiria; Moate, Josephine; Ruohotie-Lyhty, Maria; Eteläpelto, Anneli	Professional identity, teachers' emotions, identity negotiation, content and language integrated learning (CLIL), Finish primary education
2017	<i>Teacher agency within the Finnish CLIL context: tensions and resources</i>	Pappa, Sotiria; Moate, Josephine; Ruohotie-Lyhty, Maria; Eteläpelto, Anneli	Content and Language Integrated Learning (CLIL), teacher agency, perceived tensions, perceived resources, Finnish education

2017	<i>CLIL teacher education: Where do we stand and where do we need to go?</i>	Pérez Cañado, María Luisa	-
2017	<i>Integrating Content and Language in Higher Education: Perspectives on Professional Practice</i>	Valcke, Jennifer; Wilkinson, Robert (eds)	-
2017	<i>Language learning motivation and projected desire: an interview study with parents of young language learners</i>	Van Mensel, Luk; Deconinck, Julie	Motivation, multilingualism, identity, desire in language learning, parents, projected desire
2017	<i>CLIL Teacher Competences and Attitudes</i>	Vilkancienė, Lilija; Rozgiene, Inga	CLIL, professional competences, languages