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**STUDENTS' AND TEACHERS'
PERSPECTIVES ON ATTENTION TO
DIVERSITY IN BILINGUAL
EDUCATION: A MIXED METHODS
STUDY IN A BILINGUAL CONTEXT**

Student: Ramón Ramos, Pablo

Tutor: Dr. María Luisa Pérez Cañado
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ABSTRACT

In recent years, CLIL is increasingly becoming mainstreamed, which has increased the diversity of students that teachers need to respond to. Consequently, this new situation along with the reduced corpus of full-fledged studies on attention to diversity in CLIL is starting to jeopardize the benefits obtained from its implementation. In order to respond to this conundrum, this dissertation encompassed under the ADiBE project (Attention to Diversity in Bilingual Education), aims at qualitatively complementing the previous quantitative study conducted in the Valencian region (Ramón Ramos, 2023) on attention to diversity in CLIL settings, through the use of interview and observation protocols. Therefore, after establishing the main principles of CLIL and its evolution (particularly in the Valencian Region), along with showcasing the results of the previous ADiBE projects, this dissertation delineates the objectives, method, sample, context, variables, instruments, procedure, and statistical methodology of the study. Finally, the data yielded from the interview protocol has been triangulated with the outcomes obtained from the statistical analysis of the observation protocol in order to build the descriptive results and establish the within- and across-cohort comparisons of this dissertation. Thus, this MA thesis has not only confirmed and refuted the results obtained in the previous study, but it has also shed light on best practices and needs for improvement which were overlooked in previous research.

KEY WORDS

CLIL, Multilingualism, Diversity, ADiBE, Valencian Region

1. INTRODUCTION

In the last decades, English has increasingly become a global language, due to its use as a tool for international communication. In fact, it has progressed from being a language grounded in a few countries, such as the United Kingdom or the USA to becoming a global language. Consequently, the number of non-native English speakers is larger than those who have English as their first language. Indeed, around the 80% of English communicative exchanges take place among non-native speakers of the language (Gnutzmann, 2012). As a result, the objective of foreign language teaching is moving from reaching a native speaker competence (Graddol, 2006) towards pluricentricity, since English users need to be equipped with the competencies to adapt their communicative exchanges to a wide range of individuals coming from different L1 backgrounds and competency levels (Jenkins, 2006).

As a result, the teaching of English has recently shifted from teaching English as a Foreign Language (henceforth, EFL) to teaching English as a Lingua Franca (henceforth, ELF). In fact, traditional EFL teaching embraced the native speaker model as the target learners had to reach, whereas ELF focuses on the use of English as an instrument for communication. This paradigm shift implies building learners' competence so that they can communicate with both native and non-native speakers of the language (Hülmbaer et al., 2008).

At this juncture, Content and Language Integrated Learning (henceforth, CLIL) comes into the spotlight. CLIL, which is considered the European approach to bilingual education, consists of learning subject content through a second or later language (Baker & Wright, 2014). Consequently, it provides learners with a real and contextualized scenario, which requires the use of the target language with a clear purpose, as an instrument for communication.

Nevertheless, despite the good faith of this approach, discrimination and lack of egalitarianism in the access to CLIL branches have been its main flaws from its beginning (Paran, 2013). Nonetheless, this is starting to change. Bilingual programs are increasingly becoming mainstreamed. That is to say, schools are shifting from the coexistence of CLIL and non-CLIL branches to becoming fully bilingual schools (Pérez Cañado, 2022) or even multilingual, as in the bilingual regions, such as the Valencian Community, where there exist two co-official languages, Valencian and Spanish. Likewise, recent studies on attention to diversity in bilingual education have shown that CLIL is levelling the playing field as its spread through mainstream education is offering all learners, regardless of their different learning styles, paces, levels and backgrounds, the opportunity to enhance their linguistic competence in additional languages (Barrios, 2019; Pérez Cañado, 2023).

Nonetheless, the spread of bilingual/multilingual education throughout compulsory education has triggered teachers' need to respond to the diversity of students attending bilingual programs (Durán-Martínez & Martín Pastor, 2023). This difficult task which must be tackled by practitioners can jeopardize the benefits resulting from the implementation of CLIL approaches due to the reduced corpus of full-fledged existing studies on attention to diversity in bilingual and multilingual education.

Consequently, the increase of the diversity of learners participating in CLIL settings is considered a challenge for CLIL teachers. In order to address this conundrum, the ADiBE project (Attention to Diversity in Bilingual Education) encompasses four research projects aimed at conducting large-scale comparative studies into the implementation of CLIL across different levels of attainment in monolingual settings in six European countries (Spain, Italy,

Austria, Germany, Finland and the United Kingdom). Notwithstanding the foregoing, these studies are focused on monolingual regions.

There is only one study, encompassed under the ADiBE project, which sheds the light on attention to diversity in CLIL in bilingual regions, particularly in the Valencian Community (Ramón Ramos, 2023). However, it has only gleaned stakeholders' (students, teachers and parents) insights on attention to diversity in five Primary Education schools in the Valencian community. As a result, there is a paucity of overarching conclusions on catering to diversity in CLIL in bilingual communities. Thus, there is a dire need to start building a full-blown body of literature addressing the diversity challenges that are posing a threat to the implementation of CLIL in bilingual regions. Consequently, this is the niche that this study seeks to address.

Therefore, taking into account the aforementioned study as a point de depart, this research is aimed at complementing it by being the first study in collecting data on attention to diversity in CLIL scenarios from Primary and Secondary Educational schools located in different social milieus (rural/urban settings) of a bilingual region, the Valencian Community. The chief purpose of this study is accomplished through the use of qualitative instruments, specifically, observation protocols and students' and teachers' interview protocols.

In order to do so, this research study starts by showcasing the main principles of CLIL and its implementation process, from the CLIL craze to the current conundrum (Pérez Cañado, 2016). Likewise, it also reviews the process and different legal regulations followed by the Valencian Community in the application of these programs from the embryonic and first CLIL models until the current one, which has transformed CLIL branches into fully multilingual schools. Consequently, as a response to the increase of diversity triggered by this paradigm shift, the ADiBE project, which comes into the spotlight as a lifeline to build a corpus of studies which underpins the enactment of CLIL, is delineated, as well as the outputs obtained in the projects conducted in monolingual settings across Europe, along with the ones ascertained in the Valencian Region by the previous project.

Having framed the theoretical framework in which this study is grounded, the dissertation depicts the design of the study, which uses data, location, and methodological triangulation to provide a bird's eye view of how CLIL is truly working with learners immersed in different settings. The results obtained from this project are presented and discussed through a descriptive analysis, as well as compared using across- and within-cohort comparisons according to a set of variables (Primary/Secondary Education and rural/urban context). This analysis of the current situation paves the way for the improvement of attention to diversity in CLIL settings.

2. THEORETICAL FRAMEWORK

2.1 An approximation to CLIL

CLIL, which stands for Content and Language Integrated Learning, is an acronym that refers to the European approach to bilingual or multilingual education. The basis of CLIL lies in the integration of content and language learning. In other words, it consists of teaching non-linguistic contents through additional languages (foreign, regional, minority or co-official languages (Eurydice, 2006; Baker and Wright, 2014)). Indeed, according to Dalton-Puffer (2007), content learning provides learners with a clear purpose for using the foreign language in a natural context, which, as far as communicative approaches are concerned, is essential for communication and the corollary language learning to take place. As a result, CLIL can be comprised under the communicative approaches to language teaching (Celce-Murcia et al., 2014).

Additionally, students attending CLIL lessons learn the additional languages through the continuous and meaningful exposure and use. Nevertheless, learning non-linguistic contents through a language which is not learners' L1 demands teachers to implement accurate scaffolding strategies so that learners can overcome the hurdles related to using a foreign language to acquire new content (Somers, 2017). However, despite these difficulties, extensive research on CLIL has stockpiled great evidence of the positive impact CLIL has on pupils' competence in the language of instruction, while keeping the same level in learners' L1 and content subject, in comparison to those attending non-CLIL programs (Dalton-Puffer et al., 2010; Pérez Cañado, 2012; Nikula et al., 2013).

In order to obtain the aforementioned positive results, CLIL goes beyond teaching non-linguistic contents through additional languages. In fact, its planning requires the consideration of the 4Cs Framework, which refer to Content, Communication, Cognition and Culture (Coyle, Hood & Marsh, 2010).

Firstly, content consists of learners' creation of their own knowledge and development of skills (Coyle et al., 2010). So as to achieve this, it is essential to build on their previous knowledge and bridge the gap between what they knew before starting the learning process and what they are expected to learn. As a result, teachers are required to tailor the learning process to address diverging learning styles and interests (Somers, 2017). Furthermore, the acquisition of these contents depends on students' interaction (Dalton-Puffer, 2007), not only with the contents but also with their peers. In fact, they need to set in motion understanding strategies to access the contents as well as production ones to address CLIL tasks. Consequently, these

communicative exchanges take place in the target language, which necessarily hones pupils' skills in it (Somers, 2017).

What is more, cognition comprises the cognitive processes embedded in thinking and learning. These processes vary among learners and consequently, CLIL methodologies need to dovetail with the different cognitive demands (Marsh, 2013). However, not only do they differ among students, but they also evolve through the learning process. Consequently, in order to address and foster this evolution, it is essential that CLIL teachers design learning sequences which challenge learners' cognitive schemata (Somers, 2017) by sequencing tasks from aiming at developing low order thinking skills to progressing towards high order thinking ones (Bloom, 1956) Finally, culture comprises the cultural aspects that surround the learning process and contribute to building the demanded intercultural awareness to participate in a global society (Somers, 2018). In fact, learning about other cultures does not end in the target culture, but it enhances learners' knowledge of their own one (Coyle et al., 2010).

To sum up this section, according to Somers (2017), CLIL consists of working on a certain content through communicative and cognitive tasks usually connected to a cultural aspect.

2.2 History of CLIL. From the Initial Enthusiasm to the Challenge of Diversity

When CLIL started over 20 years ago, it was embraced as “the potential lynchpin to tackle the foreign language deficit” (Pérez Cañado, 2016, p.10). Thus, it was the “European solution to a European need” (Marsh, 2002, p.11). Indeed, it was heralded as the magic bullet to address foreign language learning in Europe. Additionally, it was held to cancel out differences among individuals in foreign language learning, as learners, regardless of their background, were going to be provided with the opportunity of being immersed in learning environments (non-linguistic subjects) in which they were going to need to use the foreign language to participate appropriately.

Due to the enthusiasm triggered by CLIL, it became widespread across Europe and most European educational systems started to adopt CLIL approaches (Wolff, 2002). This phenomenon, along with the vast number of educational systems rooted in a wide array of demo-linguistic contexts (Lasagabaster, 2008), gave rise to at least 216 CLIL European models depending on the age of onset, starting linguistic level, intensity, duration and compulsory status (Coyle, 2007).

Nevertheless, ten years ago, CLIL outlooks upheld by educational stakeholders shifted from a “celebratory rhetoric” to placing the spotlight “on the problematic issues of CLIL”

(Paran, 2013, p.334). In fact, after the initial enthusiasm, critical voices advocated a downright opposition to its implementation due to the perceived elitism, the vague conceptualization of how it should be deployed and the meager number of studies on the matter (Pérez Cañado, 2016).

Firstly, despite the egalitarian idiosyncrasy of CLIL, the first years of its enactment in Europe started taking another path with the establishment of admission criteria, which demanded learners to accredit a certain language and subject level to participate in CLIL programs (Pérez Cañado, 2022). Likewise, there were some countries like Spain, in which, despite not requiring admission criteria, self-selection came into the spotlight. That is to say, only the best, most intelligent, motivated and linguistically proficient students went into CLIL branches. As a result, CLIL became an elitist approach at the beginning.

Moreover, the aforementioned integration of both foreign language and subject content learning which were previously fragmented in different subjects or domains challenged teachers to adapt their teaching structures so that they dovetailed in CLIL approaches (Coyle, Hood & Marsh, 2010). This demanding task, along with the lack of a practical characterization of how CLIL should be implemented (Bruton, 2011), were the two chief hurdles teachers had to address. Thus, CLIL practitioners demanded methodological, linguistic and organizational hands-on measures to enact CLIL appropriately and cater to the diversity of contexts in which it was being implemented (Pérez Cañado, 2016).

Regarding research, in spite of the initial period of enthusiasm that surrounded CLIL research, in which all linguistic authors “hastened to jump on the CLIL bandwagon” (Pérez Cañado, 2016, p.17), throughout the 2010 decade, many of them jumped off this wagon and opted for underscoring the drawbacks of the research conducted on CLIL approaches. In fact, the reliability and validity of initial CLIL research was very low (Pérez Cañado, 2011; Bruton, 2011 & Paran, 2013), due to the lack of homogeneity in the studied experimental and control groups, the reduced factorization of the moderating variables, the scarce longitudinal research and the meager number of mixed-method studies that enabled triangulation and empirical analysis (Pérez Cañado & Raéz Padilla, 2015).

In order to address these chief challenges, CLIL approaches started to become mainstream in compulsory education and many schools left behind CLIL strands which segregated learners as result of the self-selection, evolving towards the design of school linguistic projects which deployed a multilingual education for all learners, regardless of their background, abilities or personal characteristics. In fact, in the Valencian context, where this study is set in, there no longer exist CLIL and non-CLIL strands. Indeed, all schools became

multilingual in 2018, when the last educational decree which regulates multilingualism in the Valencian region came into the fore ([cf. section 2.3 Evolution of CLIL in Spain and the Valencian Community](#)).

However, removing CLIL strands did not ensure the viability of CLIL approaches. It was pivotal to provide teachers with a corpus of feasible and valid studies on not only the implementation of CLIL but also on strategies to attune CLIL approaches to the diversity of contexts in which it was enacted. For this reason, in recent years extensive classroom observation in diverse CLIL settings (Primary and Secondary Educational centers; public, private and charter schools; and rural and urban contexts) has been conducted (Pérez Cañado, 2016). Likewise, teachers' insights have also been canvassed through interview protocols in order to complement the aforementioned classroom observation. Consequently, this has carved out an accurate characterization of the best CLIL practices and chief difficulties as well as the corollary picture of how CLIL was being implemented at grassroots level (Pérez Cañado, 2016).

Finally, as a result of the increasing diversity of students CLIL teachers have to address owing to the widespread of CLIL programs and after having researched the best practices to implement CLIL, the necessity to build a body of literature which paves the way for catering to this diversity comes into the spotlight. In fact, teachers are overwhelmed by the responsibility of addressing everyone's needs, since they feel daunted by the lack of adapted materials, the vague pedagogical orientations to endeavor differentiation and their wide range of training needs in design and adaptation of materials, scaffolding and student-centered methodologies (Pérez Cañado, 2022). At this juncture, ADiBE projects have been created to respond to this recent diversity conundrum, which is currently posing a threat to the implementation of CLIL programs ([cf. section 2.4 ADiBE](#)).

2.3 Evolution of CLIL in Spain and the Valencian Community

The evolution of CLIL has been parallel to the evolution of linguistic programs in the Valencian Educational System. Language learning in Spain and in the Valencian Community can be divided into two clear moments: before and after the end of the dictatorship.

Firstly, although it is true that there were several attempts to build a bilingual educational system in Valencian and Spanish during the first two decades of the 20th century, the strict control imposed over 36 years halted the developed bilingual experiences and deterred new multilingual models from taking place. Indeed, the one and only authorized language to teach non-linguistic subjects during this period of time was Spanish (Baldaquí Escandell, 2020).

In 1978-1979, the situation started to change. Some teachers urged the embryonic regional government to enact a Decree which regulated bilingualism in Valencian state schools. However, the enactment of that decree was again delayed due to the difficulties connected with the application of these programs at that moment. In fact, it was not until 1983 that the *Llei d'Ús I Ensenyament del Valencià* was implemented. This law was a point de depart for the first bilingual experiences (Valencian and Spanish) in the Valencian Community. Actually, from that moment until the end of the 20th century, four linguistic programs coexisted in compulsory education in state schools which differed in the role Valencian and Spanish played in each of them. In fact, in all four programs English was taught as a subject from the third grade of Primary Education. Nonetheless, there was still no room for the use of English as a classroom language to teach non-linguistic subjects (Baldaquí Escandell, 2020).

Moreover, the amendment of the previous law by the *Ordre de 30 de juny de 1998* set the stage for the transformation of the Valencian Educational System. In fact, it aimed at shifting from the existing bilingual system with the introduction of English as a Foreign Language towards a multilingual one which fostered the integrated treatment of the two co-official languages (Valencian and Spanish) and the use of the foreign language (in most cases English) as a language of instruction to teach non-linguistic subjects from the first grade of Primary Education. All these guidelines were applicable to the existing four linguistic programs. Nevertheless, the paucity of human and economic resources provided to enact the modifications pursued by this new legal framework hindered these multilingual experiences from being implemented (Baldaquí Escandell, 2020).

At the beginning of the 21st century, several multilingual experiences, such as the pilot program aimed at the design of school linguistic programs which used English as the language to teach 80% of school hours or the initiative of teaching Civic Education through English in Compulsory Secondary Education also failed for their lack of implementation resources. Indeed, it was not until 2012 that the previous four linguistic programs merged into two multilingual programs: the Multilingual Program of Teaching in Valencian (PPEV) and the Multilingual Program of Teaching in Spanish (PPEC). Nevertheless, English teaching was still limited to the boundaries stated by the foreign language subject (Baldaquí Escandell, 2020).

Five years after the enactment of these linguistic programs, they were repealed by the implementation of the Dynamic Multilingual Program (PEPD), which established three tiers from which schools could choose depending on the sociolinguistic milieu in which they were immersed. Likewise, it removed bilingual and non-bilingual strands to progress towards fully multilingual schools. This program was a trailblazer in defining the teaching of non-linguistic

subjects through additional languages (in most cases English) and CLIL. However, it was declared illegal as it linked the number of hours taught through English to the ones taught through Valencian. In other words, those programs with the highest number of classroom hours taught through Valencian were those that could implement a higher number of classroom hours taught through English (Baldaquí Escandell, 2020).

From 2018 on, the Law 4/2018 which regulates multilingualism in the Valencian Educational System has been in effect. It continues the spirit of the previous law by removing linguistic strands and building fully multilingual schools which define their school linguistic project (henceforth, SLP) according to the socio-educational and demo-linguistic context in which they are immersed. The SLP states the percentage of school hours taught through Spanish, Valencian and English (CEFIRE Plurilingüisme, 2019). Thus, at least 25% of school hours must be taught through Spanish and Valencian and between 15% and 25% must be devoted to the use of English as a classroom language. In fact, concerning English, it must be taught in the linguistic subject and in at least one non-linguistic subject through Content and Language Integrated Learning (CEFIRE Plurilingüisme, 2019).

Nonetheless, the real application of these multilingual programs flaws for the paucity of hours devoted to teaching non-linguistic subjects through English and the scarce resources allocated to its implementation. In fact, most Valencian Educational centers opt for embracing the minimum percentage of hours taught through English and stated in the law (15%), whereas only six pioneer educational centers in the whole Valencian Region have decided to follow the maximum of hours taught through the foreign language. Nevertheless, in both cases, the amount of school hours taught through the foreign language are far from bilingual schools in other Spanish regions, such as Andalusia, which stipulates that at least 50% of school curriculum must be taught through English in order to reach the consideration of a bilingual school (Ramón Ramos, 2023).

Finally, as it has been mentioned in section 2.2. [\(cf. section 2.2 History of CLIL. From the Initial Enthusiasm to the Challenge of Diversity\)](#), the withdrawal of CLIL strands and the subsequent establishment of fully multilingual schools has eliminated the homogeneity of CLIL students and increased the teachers' dire need of building diversity-sensitive classrooms to cater to the wide diversity of pupils attending bilingual programs. This has given rise to the ADiBE project, which attempts to respond to the demands of current CLIL programs and sheds light on how to attend to diversity in these current settings.

2.4 ADiBE

2.4.1 What is ADiBE?

The ADiBE project, which stands for Attention to Diversity in Bilingual Education, encompasses quantitative and qualitative research projects aimed at determining from a quantitative standpoint the impact of CLIL on learners' L1, L2 and content level taking into account three rungs of achievers in terms of verbal intelligence, motivation, English language and academic proficiency. It also taps into educational stakeholders' perspectives on attention to diversity in CLIL scenarios across six European countries (Spain, Italy, Austria, Germany, Finland and the UK) (Pérez Cañado, 2023).

This study is embedded within the qualitative segment of the research which attempts to establish the chief difficulties, best practices and main training needs to step up to the diversity challenge through questionnaires, interviews and classroom observation. The collected data from these projects will fit into an app which will enable practitioners to diagnose their chief training needs and find a set of original materials and resources designed to cater to diversity in the CLIL arena.

As it has been mentioned in the previous paragraph, this dissertation is comprised under the qualitative part of the ADiBE project due to the fact that it is aimed at disclosing the insights harbored by learners and practitioners on attention to diversity in CLIL scenarios. Consequently, it contributes to complementing the investigations conducted across the aforementioned six countries, as well as the one conducted in the previous year in the Valencian region. In the following paragraphs the overarching conclusions derived from all research projects conducted under the ADiBE project will be delineated.

2.4.2 Outputs of the ADiBE Project

Firstly, concerning the Austrian context, Silvia Bauer-Marschallinger, Christiane Dalton-Puffer, Helen Heaney, Lena Katzinger and Ute Smit (2023) have gauged Secondary school students' and teachers' perspectives on attention to diversity in CLIL settings through the use of questionnaires and semi-structured interview protocols. The main findings extracted from learners' and teachers' outlooks show that there is still a high level of selection in CLIL streams. Consequently, there is a perceived homogeneity in terms of learners' academic abilities. Therefore, teachers uphold that the existence of different ability levels is not one of their main concerns. For this reason, they are not used to designing differentiated tasks, as they believe that differentiation increases differences instead of deterring them. For instance, so as not to highlight the differences, groups are formed randomly based on circumstantial factors and not

on ability levels. This ethos of equality is entrenched in the whole educational process, as the Austrian national legislation precludes teachers from designing an individualized summative assessment. Indeed, even students agree with foreclosing the design of adapted assessment to dovetail with their needs (Bauer-Marschallinger et al., 2023).

However, students also highlight that they have several strengths and weaknesses and teachers try to support these different learning styles by using linguistic scaffolding and learners' L1, along with providing individual support if need be. Nonetheless, neither teachers nor students consider these to be strategies aimed at catering to diversity, as the former are not aware of the diversity-sensitive strategies they are implementing and the latter do not perceive them (Bauer-Marschallinger et al., 2023). Consequently, in order to increase the potential of these measures, teachers should depart from the reluctance to topicalize diversity and move towards raising their awareness on diversity-sensitive proposals and making them explicit so that learners can clearly perceive them.

What is more, the high level of selection in the Austrian context tallies with the Finnish one. Here, Tarja Nikula, Kristiina Skinnari and Karita Mard-Miettinen (2023) have collected low Secondary students' and teachers' insights on attention to diversity in CLIL scenarios in two Finnish Secondary schools, through the use of interview protocols. The ethos of equality found in the Austrian study is also infiltrated in the Finnish Educational System and, therefore, in its CLIL programs. In fact, the egalitarian idiosyncrasy of Finnish Education trickles down to teachers' practice, as they believe that they must treat all students the same way in order to avoid remarking possible differences among learners (Nikula et al., 2023). For this reason, both teachers and students uphold that teaching materials, tasks, homework and assessment must be the same for every student regardless of their personal characteristics.

Likewise, CLIL strands in Finland also comprise a high level of self-selection, which a priori eliminates differences among students. In fact, teachers accept that CLIL students are the most "skillful and motivated learners with supportive parents" (Nikula et al., 2023, p. 1071). Therefore, practitioners do not conceptualize students' diversity except for the linguistic needs associated to studying in an additional language, which is the main aspect that challenges their practice. Consequently, they only use upwards differentiation in order to provide fast learners with challenges adapted to their needs. Despite this level of selection, students consider that there is diversity among them in terms of their academic needs. Thus, the upwards differentiation leaves no room for the adaptation of the learning process to those learners who find it more difficult to acquire the contents (Nikula et al., 2023). As a consequence, pupils

aspire to a more individualized treatment, support and feedback that cater to their needs (Nikula et al., 2023), as this ethos of equality can result in a detriment to equity.

If the Finnish was considered the paradigm model of equality, Do Coyle, Kim Bower, Yvonne Foley and Jonathan Hancock (2023) have conducted a case study in an English Secondary school which stands out due to the paramount role equity plays in its educational project. Thus, they have collected students' and teachers' insights through the use of semi-structured interview protocols, group discussions and a prioritization task. The most significant takeaways of the study pivot around three axes: the conceptualization of diversity, the importance of student-centered methodologies and practitioners' exploratory will to join CLIL approaches through the combination of domains and subjects (Coyle, Bower, Foley & Hancock, 2023).

Firstly, both learners and teachers concur in the consideration of diversity (languages, cultures and abilities) as an enriching factor of the educational process. In fact, students remark the positive contagion arisen from the inclusion of learners coming from different backgrounds, languages, religions and cultures. Likewise, they are also acquainted with the wide array of linguistic, academic and learning needs they have and the corollary differentiation of teaching and learning strategies used to cater for their diversity. Vis-à-vis student-centered methodologies, they are considered the bedrock of the CLIL program. In fact, both visions harbored by teachers and students chime in the importance of placing students at the center of the educational process by listening to their needs, making them take ownership of their learning, controlling their progress and giving them opportunities for self-assessment. Finally, the diversity-sensitive school management team and the strong coordination among teachers is attracting new teachers to the CLIL program. In fact, they are delving into connecting domains from several fields and subjects, which relates to enriching CLIL programs. At this juncture, coordination among teachers, as well as learning from other practitioners, is considered paramount (Coyle et al., 2023).

Furthermore, relating to the German context, Philipp Siepmann, Dominik Rumlich, Frauke Matz, and Ricardo Römhildz (2023) gleaned students and teachers' outlooks on how CLIL programs are tailored to the wide diversity of needs existing in Secondary Education. These insights have been collected through the use of questionnaires, interviews and observation protocols. The broad takeaways of the study show the heterogeneity of CLIL groups in terms of academic achievement and language proficiency. In fact, practitioners consider it more challenging to teach learners with different linguistic abilities than to cater to different levels of academic and content knowledge attainment (Siepmann et al., 2023).

In order to address these diversity-sensitive classrooms, both cohorts tally in teachers' application of content and language scaffolding and the use of the L1. Likewise, both groups also concur on the prevailing role of student-centeredness through the enactment of task- and project-based learning. However, when it comes to analyzing the methodological aspects, such as the repertoire of methods, the use of heterogeneous groups and peer mentoring, the implementation of cooperative principles and the use of individualized attention to cater to different needs, practitioners uphold more positive outlooks than students. Regarding the adaptation of materials, both students and teachers' views chime in the scarce resources adapted to different ability levels. This negative situation is aggravated by the shortage of diversity-sensitive CLIL textbooks. Consequently, multimodality (visual, textual and numerical) in the input provided to students as well as in the output they have to produce is seen as a lifeline by both groups. The negative view upheld by teachers and students in the materials aspects is consistent with the assessment ones. In other words, as a rule, assessment in CLIL is not designed to take into account pupils' different needs. In fact, not even homework considers their needs. Nevertheless, there are only a few teachers who adapt some assessment criteria to the diverse learning requirements and others who use self-assessment procedures as a way of attempting to attend to the diversity of students found in CLIL scenarios. However, there is still a lot of work to do in diversity-sensitive assessment so as to enrich attention to diversity in German CLIL settings (Siepmann et al., 2023).

Zoning in on the Mediterranean countries, the study conducted in Italy by Yen-Ling Teresa Ting (2023) comes into the spotlight. This research is aimed at collecting the perspectives of students (attending a CLIL course adjunct to the regular curriculum) on attention to diversity in CLIL through the adaptation of the ADiBE interview protocol. Despite the extracurricular character of the analyzed CLIL course and the corollary intrinsic high motivation of the students enrolled in it, all learners, regardless of their personal background, can attend it due to the fact that it is appended to the regular lessons. In order to address the existing diversity, learners require teachers to go beyond the mere acknowledgement of the existence of different abilities in the CLIL class, to progress towards analyzing students' learning demands and implementing differentiation strategies so as to meet individual requirements. Consequently, according to learners, they require methods and groupings encompassed under student-centered methodologies which depart from teacher-led lessons and leave room for learner decision-making. An instance of this is letting students decide in which tasks, homework or projects they want to be immersed, according to their needs and as long as all of them enable learners to acquire both content and language.

These insights can be extended to materials and resources, since they believe that teachers should provide them with the opportunity to use materials and resources different from the textbook. Indeed, they harbor a negative view of practitioners' design of diversity-sensitive materials, due to the fact that there is still a high reliance on the textbook. The negative vision upheld by learners in terms of the diversity-sensitive measures implemented by teachers continues in the lack of multi-professional teaching team to support learning in CLIL. To close this study, it is important to highlight that management of diversity is essential in all educational contexts but crucial in CLIL ones (Ting, 2023).

Getting closer to where this study is conducted, Antonio Vicente Casas Pedrosa and Diego Rascón Moreno (2023) have canvassed teachers' and students' perspectives on catering to diversity in CLIL in Spanish monolingual scenarios through the use of the ADiBE questionnaires and complementing them with the ADiBE interview protocols. As this study has been conducted in heterogeneous classrooms, CLIL teachers conceptualize the existence of a significant diversity of learners and consider catering to everyone's needs as one of the chief difficulties they have to face. According to practitioners and students' perceptions, in order to address this diversity, teachers deploy content and language scaffolding strategies, and they resort to the L1 to clarify concepts, if need be. Additionally, both learners and teachers uphold positive outlooks of the several methodological strategies the latter use to adapt the learning process to the different ability levels. Despite the agreement of both cohorts on the vast majority of analyzed methodological aspects, teachers' self-complacent view of their practices is responsible for the higher scores obtained by this cohort in this section (Casas Pedrosa & Rascón Moreno, 2023).

Moreover, the rift between teachers and students is aggravated when it comes to the adaptation of materials and assessment. In fact, despite considering it a challenge, teachers agree with most of the analyzed aspects under these two sections, whilst learners' perceptions do not concur with that of practitioners. Indeed, learners only perceive the use of ICT and multimodality in the presentation of the input. On a different front, vis-à-vis coordination, students' insights chime with teachers', as the latter consider it paramount to teach CLIL lessons underpinned by a multi-professional support team and the strong leadership of the guidance counselor in order to cater to the wide existing diversity (Casas Pedrosa & Rascón Moreno, 2023).

What is more, it is important to highlight that despite the positive view upheld by teachers in the use of methodological strategies and adaptation of materials to tailor to every learner's needs, they demand training in linguistic scaffolding, student-centered methodologies,

design of adapted materials and having access to more resources. This clearly shows a high commitment to their teaching practice (Casas Pedrosa & Rascón Moreno, 2023).

Likewise, the study showcased in the following sections is grounded in a previous one conducted by Pablo Ramón Ramos (2023) in Primary Education schools located in different socioeconomic areas of the Valencian Region, in which students', teachers' and parents' perceptions were canvassed through the set of questionnaires, designed and validated by Pérez Cañado, Rascón Moreno & Cueva López (2023). The chief takeaways of the study show that all three cohorts agree on teachers' use of linguistic strategies to cater to the different learners' needs. However, there exists a significant chasm when it comes to the methodological strategies, materials development and assessment procedures implemented to attend to this diversity. As for methodology, since parents are not immersed in Valencian classrooms, they harbor a negative view of practitioners' use of methodological initiatives to cater to different pupils. Notwithstanding the foregoing, the other two cohorts vastly disagree with them.

Nevertheless, relating to the adaptation materials and evaluation, both students' and parents' cohort disagree with most of the supposed practices practitioners deploy in their lessons. These negative views harbored by these two groups could be considered the result of the lack of visibility of teachers' procedures.

Moreover, it is paramount to underscore the positive view upheld by students, teachers and parents of teachers' preparation to cater for the existing diversity. Likewise, as far as practitioners' and parents' views are concerned, coordination in CLIL teaching plays a significant role. However, the prevailing status given to coordination by these two cohorts seems to vanish when it comes to students, as they are neither acquainted with the existence of a multi-professional support system nor the coordination with different educational stakeholders, such as parents or other teachers.

Despite the consistent homogeneity of the cohorts, this study found diverging responses in parents' and students' outlooks depending on their socioeconomic status. In fact, whereas those students coming from more disenfranchised areas valued attention to diversity in CLIL settings more positively than their counterparts from high socioeconomic neighborhoods, high-educated parents showed more positive outlooks than those without compulsory studies. These findings stem from the fact that high-educated parents are more aware of what happens in the schools and schools in low socioeconomic areas make an extra effort to ensure the inclusion of all students in CLIL programs, regardless of their personal background.

Finally, María Luisa Pérez Cañado has conducted a cross-European comparison of educational stakeholders' outlooks on attention to diversity in CLIL settings. Indeed, the study

has gauged the impact of diversity in CLIL Secondary scenarios across six European countries (Spain, Italy, Austria, Germany, Finland and the UK) through the administration of questionnaires and interview protocols to students, teachers and parents concomitantly with completion of an observation protocol of real CLIL lessons. The chief findings of the study underscore the ongoing challenge posed by the diversity to CLIL programs, especially in Spain, owing to the significant number of students with additional support needs attending CLIL classrooms. Likewise, the three analyzed cohorts are aligned in teachers' faithful reliance on their communicative abilities, scaffolding, student-centered methodologies, differentiation strategies and formative assessment procedures to meet the wide spectrum of learners' needs. However, practitioners' self-complacent views yield higher scores vis-à-vis their communicative skills, methodological differentiation strategies, and adapted assessment procedures than the other two cohorts (students and parents). Notwithstanding the foregoing, parents upheld positive outlooks of teachers' preparation, along with the differentiation strategies they deploy as a result of their teaching training (Pérez Cañado, 2023).

On the contrary, the adaptation of materials, summative assessment, and school support system in CLIL settings are still the main lacunae of attention to diversity in bilingual education. Thus, the analysis of teachers' training demands sheds the light on practitioners' dire need of improving language scaffolding, material design and adaptation, as well as student-centered methodologies (Pérez Cañado, 2023).

All these previous studies, and especially the Valencian one, conducted under the acronym ADiBE, have paved the way for the design of this research. As a result, this study is going to question and check the previous survey-study results gleaned in the Valencian Community, by canvassing Primary and Secondary teachers' and students' insights through interview protocols and contrasting their responses with the observation of real CLIL lessons which will carve out a clear-cut picture of the grassroots level of implementation of attention to diversity in CLIL settings in bilingual contexts.

2.5 Thematic Analysis

Educational stakeholders' perceptions have long been analyzed in order to draw overarching conclusions vis-à-vis the implementation of certain pedagogical approaches or methodologies. Particularly, teachers and students' insights shed light on the most salient themes in relation to the investigation of educational phenomena. Indeed, according to Robertson (2017), student or pupil voice consists of enabling, listening and understanding learners' appraisals. Thus,

students' responses should be considered due to the importance of analyzing the compendium of knowledge, values and experiences they perceive reality with (McLaren, 2002). In fact, the collection and analysis of students' responses yields conclusions about the education in which they are immersed, along with providing practitioners with suggestions for solving educational conundrums (Withers, 2009). On a different front, considering teachers' voice provides researchers with practitioners' insights, which influences their comprehension and use of teaching practices to meet the wide spectrum of learners' subjectivities (McLaren, 2002). As a result, it is essential to dig deep in these two cohort perspectives so as to delineate the wide array of factors that determine the appropriate deployment of attention to diversity in CLIL settings.

In order to analyze students' and teachers' interviews, a thematic analysis, which consists of "a method for identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p.6), has been set in place. This process of conducting the thematic analysis has been run through the QDA Miner app. Firstly, after transcribing students' and teachers' responses to the interviews, a coding structure has been designed as a point de depart. Thereafter, educational stakeholders' appraisals have been coded according to the aforementioned coding structure. Finally, having coded all the interviews, two analyses were conducted: number of repetitions of each code and frequency of each code in relation to all the designed codes in the coding structure. As regards the former, it has evinced students' and teachers' salient opinions represented in the codes. Relating to the later, frequencies have been used to establish within- and across-cohort comparisons due to the different number of Primary/Secondary and urban/rural students and teachers. Thus, these frequency analyses have derived overarching conclusions about the different importance conferred to the coded statements by each sub-group within the cohorts and each cohort itself. The data yielded from the descriptive analysis of the interview protocol, along with the aforementioned comparisons, has been exposed and triangulated with the outcomes extracted from the statistical analysis of the observation protocol ([cf. section 3.8 Statistical Methodology](#)), which carves out a clear and faithful picture of the actual deployment of attention to diversity in CLIL scenarios in the Valencian Region

3. RESEARCH STUDY

3.1 Objectives

The chief goal of this study is to qualitatively complement the aforementioned previous quantitative study conducted in the Valencian community by showcasing teachers' and students' perceptions on attention to diversity in CLIL settings in this region, together with establishing within-cohort comparisons according to a set of intervening variables (Primary or Secondary schools and rural or urban milieu) and across-cohort differences between the outlooks harbored by the two analyzed cohorts (practitioners and students).

This key objective can be subdivided into three metaconcerns consisting of 10 component corollaries.

Metaconcern 1 (Analysis of students' and teachers' insights on catering to diversity in CLIL scenarios)

- a) To determine stakeholders' insights in terms of linguistic aspects.
- b) To determine stakeholders' insights concerning methodological aspects and groupings.
- c) To determine stakeholders' insights pertaining to materials and resources.
- d) To determine stakeholders' insights relating to assessment.
- e) To determine stakeholders' insights vis-à-vis teacher coordination and organization.

Metaconcern 2 (Within-cohort comparison)

- f) To compare the different insights upheld by students according to the educational stage they belong to (Primary vs. Secondary Education).
- g) To compare the different insights upheld by students according to the school's social milieu (urban vs. rural).
- h) To compare the different insights upheld by teachers according to the educational stage they belong to (Primary vs. Secondary Education).
- i) To compare the different insights upheld by teachers according to the school's social milieu (urban vs. rural).

Metaconcern 3 (Across-cohort comparison)

- j) To establish a comparison between the insights harbored by the two canvassed cohorts: students and teachers.

3.2 Method

This research is a primary mixed methods concurrent triangulation study. Despite, the paramount role played by the qualitative segment of the study (due to the fact that it is based on interviews), it also comprises a quantitative part grounded in the statistical analysis of an observation protocol which will be used as an instrument to confirm or refute the opinions provided by both cohorts (students and teachers).

This study is an applied, primary and non-experimental research, as the ascertained data derive from the application of interview and observation protocols ([cf. Pérez Cañado, Rascón Moreno & Cueva López, 2023](#)). In addition, multiple triangulation has been deployed.

- Data triangulation, since the data has been obtained from the perspectives of teachers, students and the observer/researcher.
- Methodological triangulation, due to the use of student interview protocols, teacher interview protocols and observation protocols to analyze the deployment of attention to diversity in CLIL scenarios.
- Location triangulation, as the effect of attention to diversity in CLIL has been gauged in Primary/Secondary schools and urban/rural social milieu across different locations in the Valencian community.

3.3 Sample

The study has been conducted in ten state Primary and Secondary schools located in two social milieus (urban/rural) across the Valencian community. Specifically, it has canvassed students' and teachers' insights belonging to the last grades of Primary and Compulsory Secondary Education in order to carve out a clear picture of their outlooks on attention to diversity in CLIL scenarios at the end of each educational stage. Therefore, this study has extended the sample considered in the previous study, conducted under the ADiBE project, which only included five Primary urban state schools, to include Primary and Secondary schools pertaining to different social milieu (urban/rural areas).

Additionally, the vast majority of participants are encompassed under the student cohort (91.20%), whereas teacher cohort accounts for the 8.80% of the sample ([cf. Figure 1](#)).

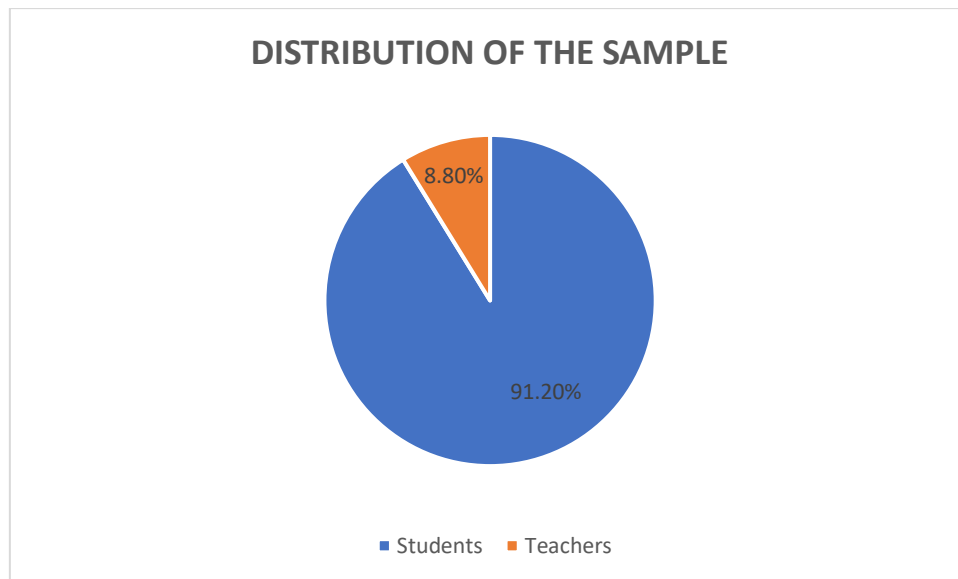


Figure 1. Distribution of the Sample

3.3.1 Students

Vis-à-vis Primary Education, each urban and rural school comprises two classes per grade and each class consists of +/- 25 students. Consequently, this makes a total of 50 canvassed learners per school. Moreover, since there are six participant schools in the study, the total of Primary Education students amounts to +/- 300 individuals.

Additionally, Secondary Education schools comprise more than two classes per grade. However, only two of them have been analyzed. Additionally, urban and rural high schools do not have the same number of learners in class. In fact, whereas each urban high school class has +/- 32 learners which makes a total of 64 canvassed students per educational center, rural high schools have 28 students, which amounts to 56 learners per educational center. Thus, since there are four participating high schools (two rural and two urban ones) in the research, 240 Secondary school students have partaken in the study. As a result, 540 learners from ten Primary and Secondary Education schools have been polled ([cf. Figure 2](#)).

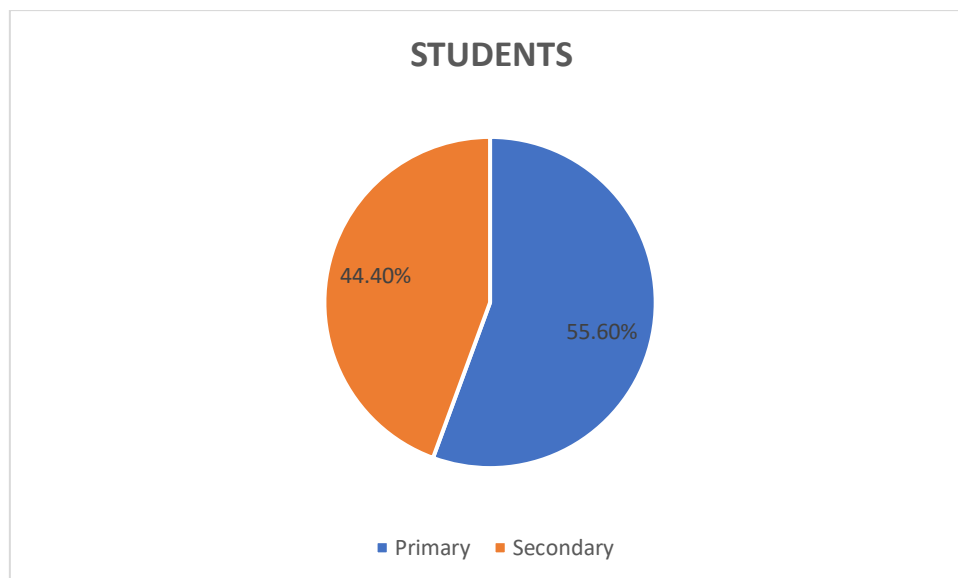


Figure 2. Educational Stage (Students)

As it has been mentioned in the previous paragraph, this study has taken into account learners attending educational centers in urban and rural schools. Although 50% of the analyzed educational centers belong to urban settings and the other 50% are located in rural areas, the number of participants coming from these two social milieus is slightly different ([cf. Figure 3](#)).

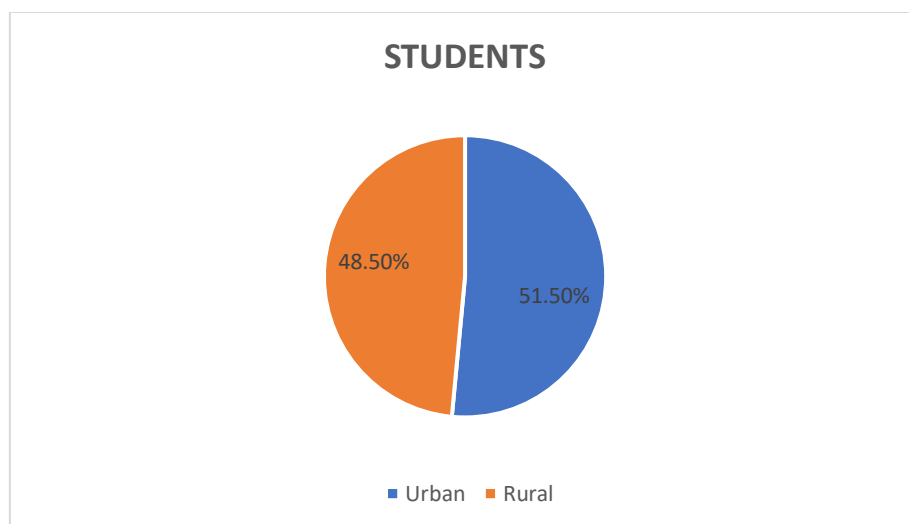


Figure 3. Social Milieu (Students)

All in all, the considerable and significant size of the sample provides the researcher with a clear-cut picture of students' perception of attention to diversity in CLIL settings in the Valencian community.

3.3.2 Teachers

Unfortunately, as has been mentioned before ([cf. Section 2.3 Evolution of CLIL in Spain and the Valencian Community](#)), despite implementing multilingual programs, the Valencian region legal framework devotes a meager number of hours to CLIL teaching. Consequently, in the vast majority of Valencian schools and high schools, the role of English and CLIL teacher coincide. As a result, practitioners accountable for CLIL programs are usually English teachers.

In relation to Primary Education, as there are +/- four English/CLIL teachers per educational center and six canvassed schools, this makes a total of 24 interviewed CLIL Primary teachers. Regarding Secondary Education, since there are +/- eight English/CLIL teachers per urban high school and six English/CLIL teachers per rural high school, and four polled educational centers, the interviewed CLIL Secondary teachers amounts to 28 teachers. Consequently, a total of 52 teachers have been observed and interviewed in this study ([cf. Figure 4](#)).

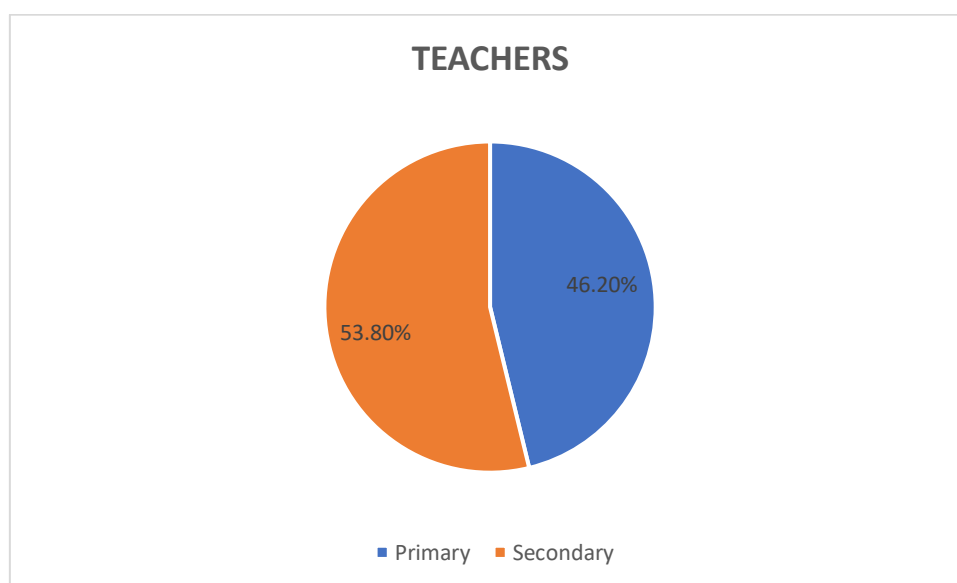


Figure 4. Educational Stage (Teachers)

Finally, as it happens with the student cohort, participant teachers come from educational centers located in urban and rural areas. Thus, despite the balance in the distribution of educational centers according to social milieu (50% urban schools and 50% rural schools), the number of participants differ in these two analyzed settings ([cf. Figure 5](#)).

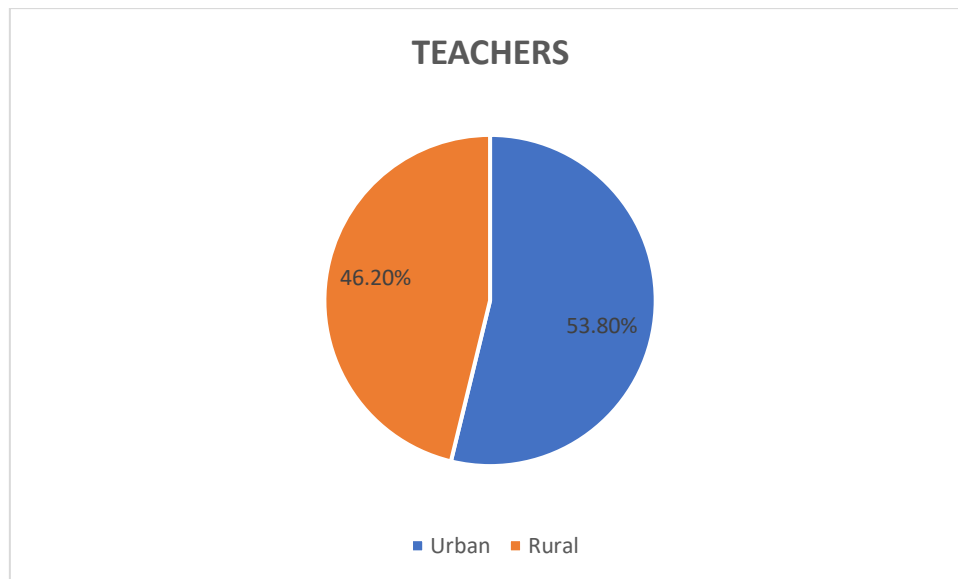


Figure 5. Social Milieu (Teachers)

3.4 Context

This study comprises Primary and Secondary schools immersed in different social milieus across the Valencian Community. Specifically, the participating educational centers are located in two provinces: Valencia (one) and Alicante (nine). Nevertheless, despite the fact that most schools belong to Alicante, they are distributed across the whole region. Thus, one school is located in the urban area of Alicante (city), four in Elche, two in Crevillent, one in Orihuela and one in La Hoya. Regarding the Valencian high school, it is located in a small village called Benigànim.

Vis-à-vis the social milieu in which they are immersed, five educational centers are located in urban areas whilst the other five belong to rural ones. Consequently, the urban schools account for the 50% of the participating centers, whereas the other 50% corresponds to rural ones.

Thus, this data referring to social milieu has been taken into account in the within-cohort comparison in order to determine significant differences in students' and teachers' insights according to the context in which the educational center they belong to is located ([cf. Figure 6](#)).

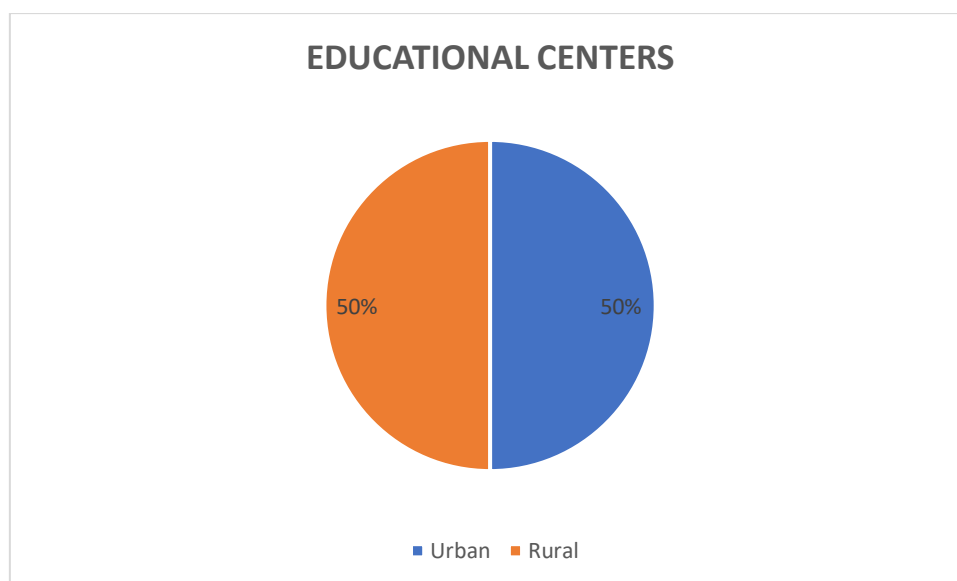


Figure 6. Urban/Rural Schools

3.5 Variables

The study comprises several identification variables in order to characterize the students and teachers who have partaken in the study. Vis-à-vis students, they comprise: gender, age, grade and home languages. Relating to teachers' interview and observation protocols, the identification variables include grade, subject, type of teacher (foreign language teacher, content teacher or language assistant), age, gender, home language, employment situation, language level, overall teaching experience and years immersed in bilingual programs.

The two chief variables on which the focus has been placed consist of educational stage (Primary or Secondary Education) and social milieu (urban/rural context where schools are located). These variables enable the researcher to conduct the within-cohort comparison and consequently, reveal the paramount differences within each group of stakeholders (students and teachers) according to these considered variables.

3.6 Instruments

The effect of attention to diversity in CLIL settings has been gauged by means of qualitative and quantitative instruments rigorously designed and validated by the ADiBE team through a double-fold piloting and validation process ([cf. Pérez Cañado, Rascón Moreno & Cueva López, 2023](#)).

Vis-à-vis the qualitative instruments, teachers and students' insights have been scrutinized through students' and teachers' semi-structured interview protocols. These interview protocols comprise a set of open and closed-ended questions which pivot around five

main categories: linguistic aspects, methodology and groupings, materials and resources, assessment, coordination, teacher training and overall appraisal ([cf. Annex 1](#)).

In addition, learners' interview questions have required translating them into Spanish and Valencian, along with tailoring them to Primary and Secondary learners' expected knowledge, in order to glean faithfully their outlooks on attention to diversity in CLIL settings. Likewise, teachers' interviews have been also conducted in Spanish and Valencian as well as their appraisals, which have been provided in these two languages, in order to dig deeper into this cohort's meanings. Thereafter, they were transcribed and translated into English ([cf. Section 3.7 Procedure](#)).

What is more, interview sections and corollary questions have paralleled those in the quantitative instrument, the observation protocol, so as to confirm or refute the previously collected appraisals harbored by both groups of stakeholders. This protocol consists of 28 statements, valued according to a four-point Likert scale (from "1" standing for "not at all" to "4" indicating "extensively") along with some lines reserved for semi-open notes from the observer ([cf. Annex 2](#)).

All in all, this study is grounded in a set of interviews, whose results are complemented and contrasted with the hands-on observation of lessons in order to paint a clear picture, from a qualitative and quantitative standpoint, of how the wide spectrum of students' needs are being catered in CLIL scenarios in the Valencian community.

3.7 Procedure

This research comprised three phases in which observations, students' and teachers' interviews were conducted.

Firstly, the researcher provided learners with a birds' eye view of the ADiBE project, as well as the type of data that was going to be collected at their school, the instruments they were going to use and the procedure they were going to follow to do this. Thereafter, as has been mentioned before ([cf. section 2.3 Evolution of CLIL in Spain and the Valencian Community](#)), the reduced number of hours allocated to CLIL teaching in the Valencian region provokes that the figure of the English language and CLIL teacher coincides. Additionally, since the number of CLIL lessons is reduced, school management teams usually organize the school schedule so that the English lesson always precedes the CLIL one. Consequently, the observer took notes over these two sessions: English and CLIL lesson (usually Arts and Crafts).

Having completed the observation protocol ([cf. Annex 2](#)), the interviews were group-administered to all class students in groups of five or six learners. Since the interview protocols were designed to be completed by pupils from the last grade of Compulsory Secondary Education, when it comes to Primary Education they should be tailored to learners' capability. Apart from that, both groups of Primary and Secondary Education learners demanded some sort of scaffolding, as they could not access some questions and they had never pondered over these pedagogical concepts before. Consequently, the interviewer had to trigger their responses by giving them guidelines, sentence starters and constant feedback so that they felt secure sharing the insights they harbored.

Finally, after finishing all their sessions, English teachers which, as has been highlighted before, are the ones that enact the CLIL program in the school, answered the researcher interviews. In these interviews, the researcher did not have to adapt any question and most teachers provided the researcher with overarching conclusions which were contrasted with the observation of CLIL lessons.

In order to gauge accurately the impact of attention to diversity in CLIL settings, all interviews were conducted in Spanish. Thereafter, both groups' insights have been translated into English and written in italics in the results section ([cf. 3.9 Results and Discussion](#)) after transcribing them using QDA Miner. This program, along with the notes taken by the researcher, faithfully portray the most salient outlooks upheld by both cohorts: teachers and students.

3.8 Statistical Methodology

Despite the prominence of the qualitative side of the study, the results gleaned through the interview protocol are contrasted against the outcomes obtained from the statistical analysis of the observation protocol. Consequently, this study builds a faithful view of how CLIL is truly working from both qualitative and quantitative standpoints.

Zoning in the quantitative analysis of the study, the data collected through the observation protocol has been analyzed using the Statistical Package for the Social Sciences (SPSS) in its 29.0 version. This statistical information has been used to either corroborate or refute students' and teachers' outlooks about how attention to diversity is being deployed in CLIL in the Valencian Community.

Moreover, since the observation protocol does not draw a distinction between the two canvassed cohorts (students and teachers), the results gleaned from it have been only used in the descriptive analysis and the within-cohort comparisons of the teachers' cohort according to

the educational level in which they are immersed and the social milieu their educational center belongs to.

Relating to metaconcern 1, which addresses the descriptive analysis of the insights harbored by the two cohorts, students and practitioners, descriptive statistics have been deployed. Particularly, the observer perceptions have been gauged by means of descriptive statistics which encompass the central tendency (mean, median and mode), along with dispersion measures (minimums, maximums and standard deviation). However, the mean has been the considered value to conduct the analysis of the observer's views ([cf. Annex 3](#)).

Pertaining to metaconcern 2, the reduced number of observation protocols, one in each educational center, which amounts to ten of them, requires the use of a non-parametric analysis to determine the existence of statistically significant differences. For this reason, the non-parametric Mann-Whitney U test has been used to conduct the within-cohort comparison and evince the existence of statistically significant differences between the existing groups inside the teacher cohort, according to the educational stage ([cf. Annex 4](#)) and the social milieu ([cf. Annex 5](#)) to which the educational center belongs. Likewise, the size of the effect has been gauged by means of the Rosenthal's R and p value. Indeed, in those items in which the p value is below 0.05 there exist statistically significant differences between the subgroups of the cohorts. As a result, the statistical support of the observation protocol will also provide the within cohort-comparisons with data that complements the comparisons conducted through the qualitative analysis of the interview protocols.

3.9 Results and Discussion

Students' and teachers' perspectives gleaned through the interview protocol and triangulated with the data ascertained from the observation protocol are delineated and discussed in the following sections, through the descriptive results; and the within- and across-cohort comparisons conducted. In order to underpin these insights, learners' and practitioners' direct quotations, along with the most salient observer notes, are pinpointed, according to the following codes ([cf. Table 1](#)).

DATA SOURCE	CODE
Primary student attending an urban school.	[PSU]
Primary student attending a rural school.	[PSR]
Secondary student attending an urban high school.	[SSU]
Secondary student attending a rural high school.	[SSR]

Primary teacher working in an urban school.	[PTU]
Primary teacher working in a rural school.	[PTR]
Secondary teacher working a urban high school.	[STU]
Secondary teacher working a rural high school.	[STR]
Observer of the study.	[OBS]

Table 1. Data Source and Code

3.9.1 Descriptive results

3.9.1.1 Students

The analysis of students' responses shows this cohort's positive attitude towards the existing diversity of learners, which contrasts with the Austrian study (Bauer-Marschallinger et al., 2023) in which the ethos of equality that trickles down into the whole educational system leaves no room for the topicalization and consideration of diversity. In fact, 114 students have considered it to be an enriching factor in CLIL lessons, which tallies with the positive contagion of diversity-sensitive CLIL lessons found in the UK case study conducted by Coyle, Bower and Hancock (2023). Some learners remarked the benefits of helping each other:

We have created a very enriching learning environment. If someone knows more, he/she helps the others. [SSR]

Diversity makes lessons easier as the ones who know more can help or even teach those who have a lower level. [PSR]

However, despite the positive perception students show towards the wide diversity of learners attending CLIL lessons, they also consider it a challenge to learn in class-groups with an important diversity of students (24 appraisals). This challenge frequently stems from the meager amount of time devoted in the Valencian region to CLIL lessons, as has been pinpointed before ([cf. section 2.3 Evolution of CLIL in Spain and the Valencian Community](#)) and gleaned from students' responses (42 tokens for 'shortage of time to cater for diversity'). Therefore, teachers end up opting for downwards differentiation (33 tokens), which is, in this particular case, a detriment to upwards differentiation (0 tokens) ([cf. Figure 7](#)). Thus, whereas Spanish teachers place the spotlight on downwards differentiation, the chief findings of the Finnish study (Nikula et al., 2023) report upwards differentiation as the diversity-sensitive strategy that dovetails with their educational model.

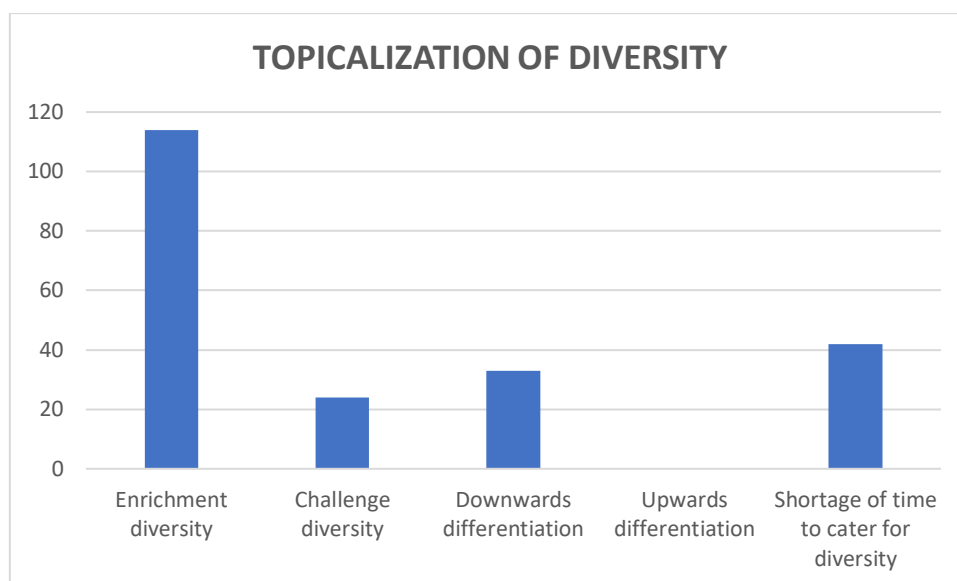


Figure 7. Topicalization of Diversity (Students' Interviews)

Turning to the linguistic aspects, it can be ascertained from students' responses (123) that scaffolding is the most implemented technique to cater to students' diversity of needs, which concurs with the results revealed in the previous quantitative study conducted in the Valencian region by Ramón Ramos (2023). Likewise, although the linguistic scaffolding tokens outnumber teachers' use of L1 to clarify concepts ($n=57$), as well as their communicative skills to meet learners' needs ($n=39$), they have also obtained a high number of responses ([cf. Figure 8](#)). These appraisals triangulate with the high score obtained by these three items in the statistical analysis of the observation protocol. From a quantitative standpoint, item 3 'scaffolding is used to cater for different abilities' (mean around 3) and item 4 'repetition in the L1 is used for parts of the CLIL lesson' (mean around 3) reflect the positive view upheld by the observer in these two items after attending the analyzed CLIL lessons ([cf. Figure 9](#)). In order to complement this, the observer has provided some notes:

Teachers' scaffolding techniques usually comprise recasting and repetitions in order to redirect students' responses. Likewise, modulating their pace when they are speaking and adapting their linguistic code plays a prominent role in scaffolding the language and content to meet learners' needs. Additionally, CLIL practitioners also use visual support on the whiteboard and digital board to facilitate learners' access to the contents. [OBS]

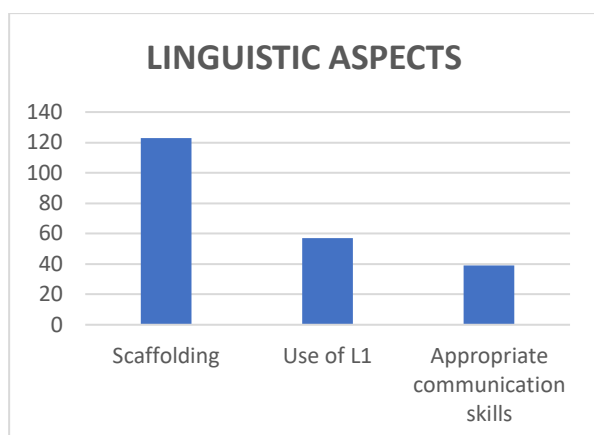


Figure 8. Linguistic Aspects (Students' Interviews)

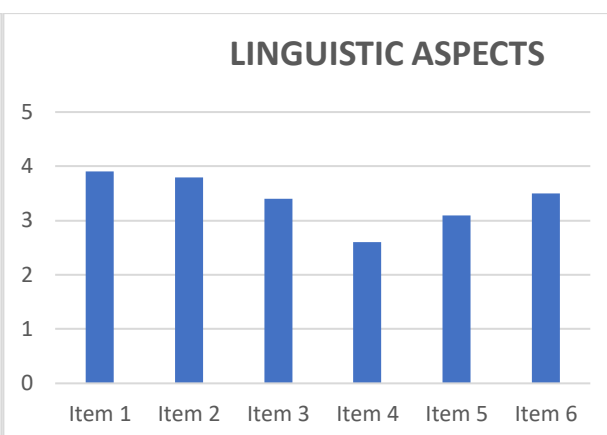


Figure 9. Linguistic Aspects (Observation Protocol)

Vis-à-vis methodology and groupings, the use of a wide diversity of activities stands out as the most deployed strategy to cater for diversity, as can be derived from the high number of responses pointing it out (117 tokens). Additionally, students have also underscored grouping variation (42 tokens) as a prevailing strategy to address the wide spectrum of learners' needs ([cf. Figure 10](#)). The implementation of these two differentiation strategies is in accordance with the findings in the previous quantitative research conducted in the Valencian region (Ramón Ramos, 2023). Some learners have provided some examples of the different activities they participate in:

We do many different activities such as games, speaking dynamics, power point presentations, kahoots, exercises from the textbook. [PSU]

We are now making a mockup of the Santa Bárbara's Castle in CLIL lessons. [PSR]

We prepare lots of oral presentations. Last one was about the film Enola Holmes and then we had to prepare a presentation of the epoqe in which it was set in. [SSU]

We always do oral dynamics at the beginning and end of the lessons. For instance, we ask each other in pairs what we are going to do one particular afternoon or what we have done at the weekend. Sometimes, the teacher gives us a picture and we have to produce a one-minute description of it. [SSU]

What is more, the aforementioned two strategies are part and parcel of student-centered methodologies. Consequently, the remarkable number of appraisals obtained in both of them is accountable for the high number of student responses referring to the prominent role played by student-centered methodologies in Valencian CLIL lessons (45 tokens) ([cf. Figure 10](#)), which

also concurs with the results obtained in item 9 ‘the CLIL lesson involves student centered methodologies’ (mean around 3) of the observation protocol ([cf. Figure 11](#)).

Additionally, the insights gleaned from the conducted interview also chime with the conclusions derived from the English case study (Coyle et al., 2023), in which student-centered methodologies and differentiation strategies come into the spotlight as the bedrock of their implemented CLIL programs.

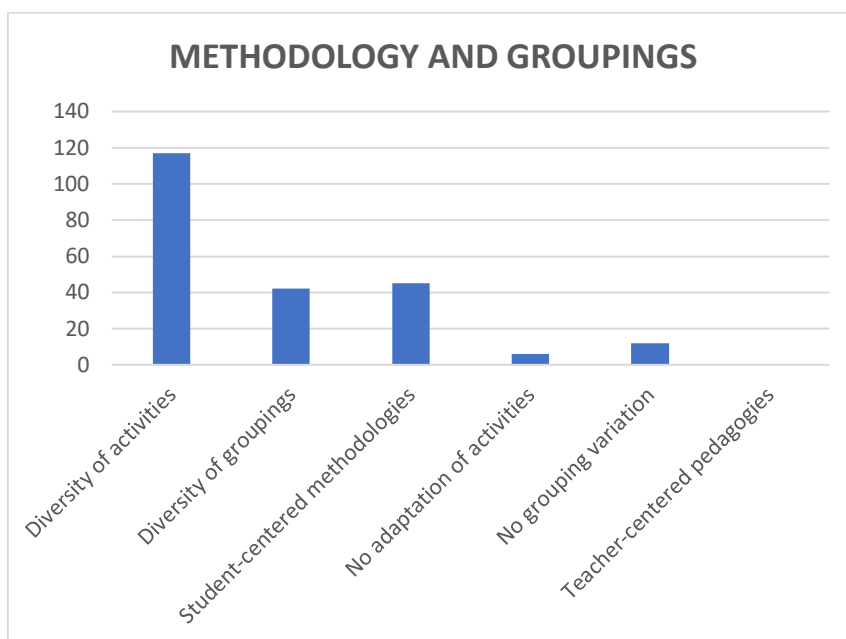


Figure 10. Methodology and Groupings (Students' Interviews)

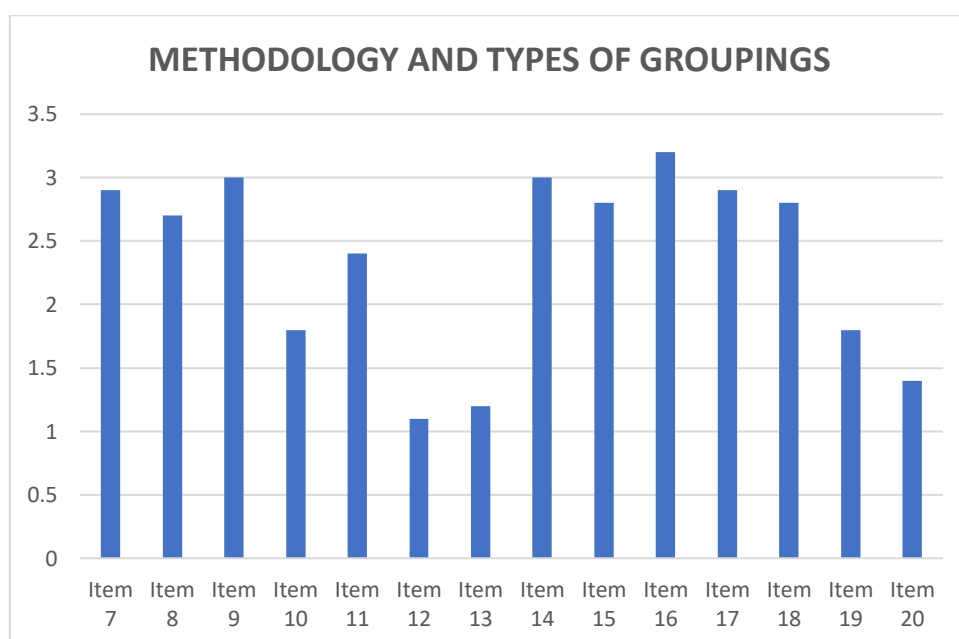


Figure 11. Methodology and Groupings (Observation Protocol)

On a different front, the positive views harbored by learners in the three previous sections are transformed into a downright opposition to the current adaptation of materials in the CLIL classroom. In fact, the high number of appraisals encompassing the codes ‘lack of adapted materials’ (n=63) and ‘lack of adapted textbook’ (n=36) ([cf. Figure 12](#)) does not only reveal students’ discrepancy with the adaptation of materials, but it also emphasizes the daunting challenge teachers have to face when trying to use and design adapted materials, which accords with students’ insights gleaned in the Valencian (Ramón Ramos, 2023), German (Siepmann et al., 2023) and Italian (Ting, 2023) contexts.

These appraisals triangulate with the outlooks reflected by the observer in the observation protocol. Thus, item 21 ‘the materials in the CLIL lesson take into account different levels of ability among students’ (mean around 1), item 22 ‘the materials in the CLIL lesson have been adapted to take into account different levels of ability among students’ (mean around 1) and item 23 ‘the materials in the CLIL lesson have been created to take into account different levels of ability among students’ (mean around 1) show that the adaptation of materials continues being the main lacuna when addressing the wide diversity of students ([cf. Figure 13](#)). These observer’s notes support this area of improvement:

Despite the fact that information is presented in a multimodal way through the written words along with oral and visual support, materials such as the book, worksheets, realia or board games are the same for all learners, regardless of their level or personal traits.
[OBS]

Nevertheless, according to students, the use of ICT comes into the spotlight as a lifeline to which teachers resort to meet the diversity of learners’ needs (n=51) ([cf. Figure 12](#)). This was also revealed in Casas Pedrosa and Rascón Moreno’s (2023) research in Spanish monolingual regions.

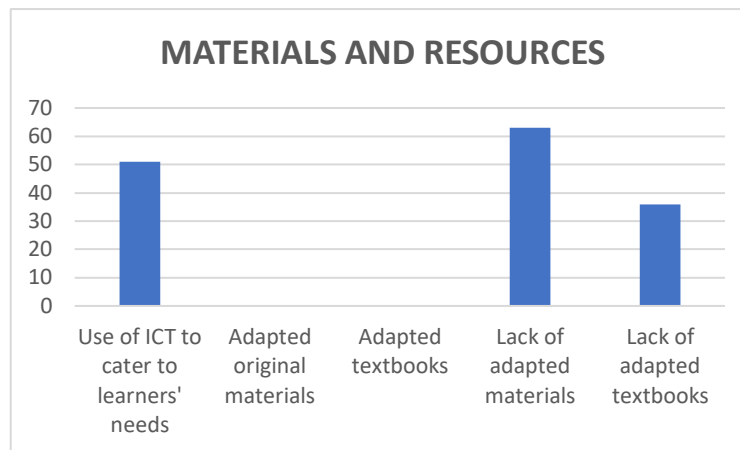


Figure 12. Materials and Resources (Students' Interviews)

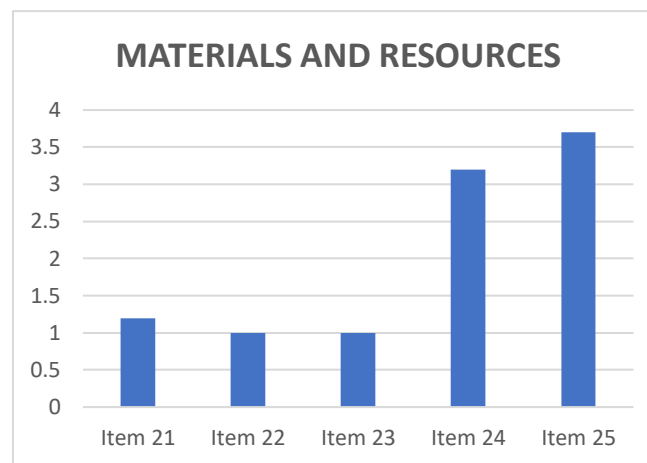


Figure 13. Materials and Resources (Observation Protocol)

The negative student insights extracted from the previous section continue in the assessment part. Thus, despite harboring a positive view of teachers' individualized tracking of their progress (45 appraisals including 'personalized feedback') and the opportunities they are provided with for monitoring their progress and peer-assessing their classmates (33 tokens of 'self and peer assessment'), it is important to underscore the high number of responses referring to the 'non-adapted assessment' (n=60), 'non-adapted assessment instruments' (n=60) and 'non-adapted homework' (n=33) ([cf. Figure 14](#)). The following calls show students' disagreement with the lack of adaptation of assessment procedures, although they also underscore the opportunities they have to self- and peer-assess their work.

Our assessment focuses on the exam. It is not adapted to meet the different students' needs and we all have the same amount of time to complete the exam. [SSU]

In presentations we have to assess our work and our mates. [SSU]

The teacher assesses us with an exam, writings, attitude, and oral presentations. Exams are the same for everyone. Everyone has the same amount of time to make the exam. However, it is also true that we self-assess our daily work in our notebook and peer-assess some activities [PSR]

These appraisals reveal a significantly negative outlook upheld by students of the adaptation of the assessment process to meet their needs, which tallies with the results gleaned from students in the previous study conducted in the Valencian region (Ramón Ramos, 2023), in Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2023) and in Austria (Bauer-Marschallinger et al., 2023). However, the results of this study are only comparable with the two former ones, as the Austrian educational legislation precludes teachers from adapting the assessment process and instruments in order to ensure the accomplishment of their ethos of equality of opportunities among learners, leaving no room for adaptation procedures.

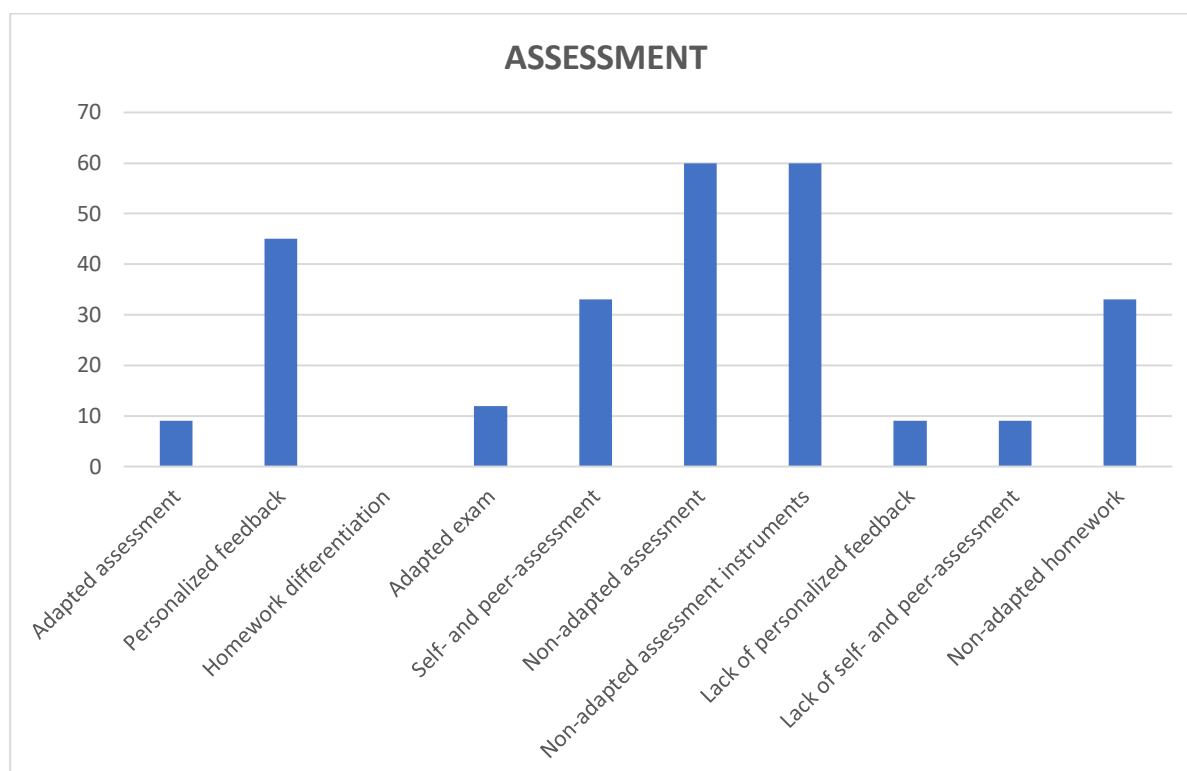


Figure 14. Assessment (Students' Interviews)

Finally, as for teachers' coordination with educational stakeholders, the negative tendency of learners' insights observed in the previous sections is also revealed in the responses

of this module. Thus, contrary to the UK in which coordination among educational stakeholders has come across as one of the bedrocks which is triggering an impulse in practitioners' embracement of CLIL programs, as far as students are concerned, there is neither coordination with the support team nor parental involvement in classroom dynamics, as is reflected in the high number of appraisals which comprise 'no coordination with parents' (n=21) and 'no coordination with the support team' (n=18) ([cf. Figure 15](#)). Learners allude to this lack of coordination:

Nobody participates in the CLIL class apart from the CLIL teacher. [SSU]

We do not have support staff in the CLIL class. We only have the support of the teaching assistant. [PSR]

Our parents do not enter the class except for the informative meetings. [PSR]

These results triangulate with the low score provided by the observer to item 26 'coordination/collaboration between different types of teachers is evident in the CLIL lesson' (mean around 2) and item 27 'multi-professional teams (special education support staff/psychologists/social workers) are evident in the CLIL lesson' (mean around 2) of the observation protocol ([cf. Figure 16](#)).

Nevertheless, the exception to this paucity of coordination with an important part of the educational stakeholders (parents and support team) contrasts with the existing significant number of appraisals underscoring coordination among teachers (n=33), which reveals the dire need of implementing a proper coordination system which should depart from the exclusive inclusion of teachers to include the educational support team and parents in CLIL scenarios.

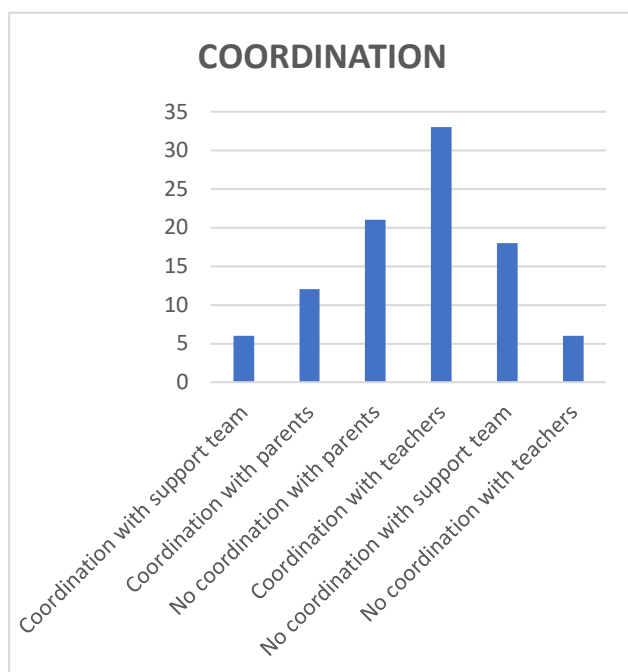


Figure 15. Coordination (Students' Interviews)

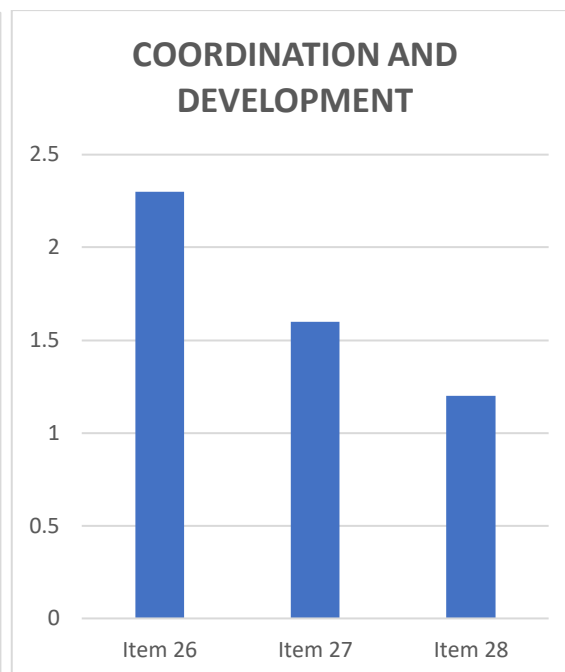


Figure 16. Coordination (Observation Protocol)

3.9.1.2 Teachers

Teachers' interviews have disclosed the daunting challenge posed by students' wide diversity of needs (26 appraisals), along with the meager amount of time devoted to CLIL lessons which hinders practitioners from providing learners with an appropriate attention to the wide spectrum of needs they manifest (31 tokens for 'shortage of time to cater for diversity') ([cf. Figure 17](#)). Teachers reflected on the difficulties of addressing pupils' personal traits:

It makes it difficult to establish the appropriate level so that underachievers can reach the level and overachievers do not get bored. It is very difficult to teach in the same class learners who have just started in a bilingual program together with others who have been immersed in bilingual schools for many years. [STU]

It's almost impossible to cater to all students needs in this short amount of time. [PTU]

This perception of the influence of diversity on CLIL lessons is also shared by teachers in Spanish monolingual regions (Casas Pedrosa and Rascón Moreno, 2023) and in German contexts, where the diversity of linguistic abilities is one of practitioners' main concerns (Siepmann et al., 2023). Nevertheless, despite the intrinsic difficulties of catering to everyone's

needs, teachers harbor a positive perception of the effects it has on CLIL lessons, as it can be extracted from the 16 responses that include the ‘enrichment diversity’ code [\(cf. Figure 17\)](#).

Therefore, in order to step up to the aforementioned diversity challenge, the vast majority of teachers in the Valencian community opt for downwards differentiation, as can be deduced from the 19 appraisals including this code against the two alluding to upwards differentiation [\(cf. Figure 17\)](#), as this teacher highlights:

I prefer to cater more to those students who find it more difficult, because the others have already reached the level. Due to the difficulty of catering to all students’ needs owing to the reduced amount of time and the high number of learners, I opt for helping more underachievers than overachievers. [STU]

This can be considered a downright opposition to the Finnish model, in which its ethos of equality precludes teachers from implementing diversity-sensitive strategies except for upwards differentiation to challenge overachievers and keep them motivated towards learning (Nikula et al., 2023).

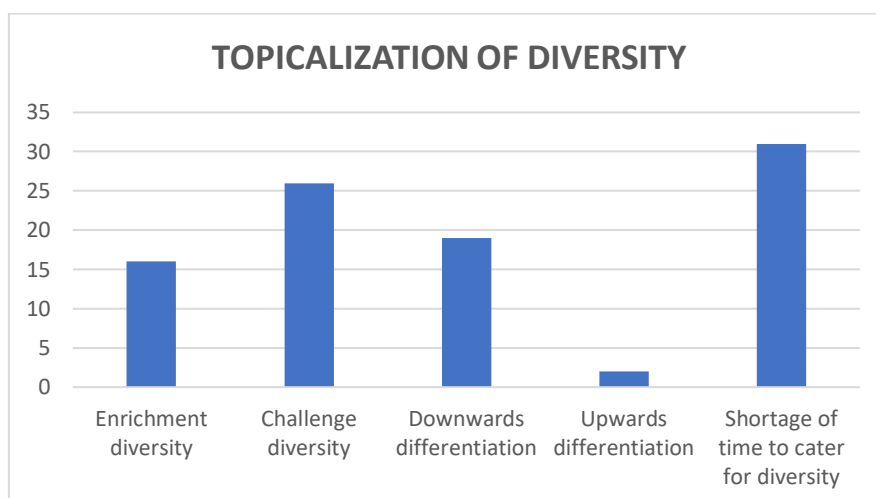


Figure 17. Topicalization of Diversity (Teachers’ Interviews)

Turning to the linguistic aspects, the significant teacher reliance on scaffolding and the use of students’ L1 to support learners in CLIL lessons is accountable for the high number of responses encompassing ‘scaffolding’ (n=46) and ‘use of L1’ (n=20) [\(cf. Figure 18\)](#). These results are in accordance with findings in the previous studies conducted in the Valencian region (Ramón Ramos, 2023), in Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2023) and in German settings (Siepmann et al., 2023).

Nevertheless, only 12 out of 52 teachers have underscored the importance of their communication skills to cater for the diversity of students, which contrasts with the analysis of the observation protocol. In fact, the results ascertained from item 5 ‘communication skills in the target language (BICS) on the part of the teacher are evident’ (mean around 3) and item 6 ‘communication skills in the target language (BICS) on the part of the teacher are evident’ (mean around 3) point out that practitioners’ communication skills are considerably appropriate (cf. Figure 9). The observer has included some notes to support these outcomes:

The teacher shows a proficient command of BICS and CALP during the whole lesson.
[OBS]

The combination of BICS and CALP in the explanation of contents and introduction of new vocabulary is evident. [OBS]

The teachers’ proper use of their communicative skills is evident to the student. [OBS]

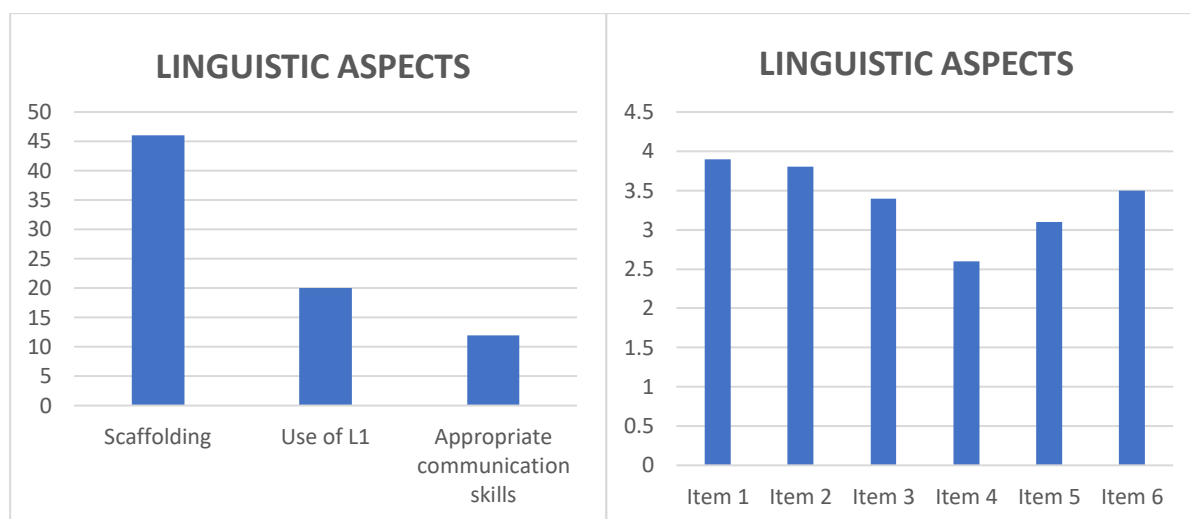


Figure 18. Linguistic Aspects (Teachers' Interviews) Figure 9. Linguistic Aspects (Observation Protocol)

Pertaining to methodology and groupings, teachers harbor a very self-complacent view of the implemented methodological principles to cater for diversity. This conclusion derives from the 47 appraisals including ‘diversity of activities’ and the 31 responses encompassing ‘diversity of groupings’, which concurs with the results in Spanish monolingual regions (Casas Pedrosa and Rascón Moreno, 2023) (cf. Figure 19).

These results triangulate with the conclusions derived from the observation protocol as item 8 ‘a repertoire of methods to cater for different abilities is evident’ (mean around 3), item 15 ‘the CLIL lesson involves group work to cater for different abilities’(mean around 3), item

16 ‘the CLIL lesson involves pair work to cater for different abilities’(mean around 3), item 17 ‘the CLIL lesson uses different types of groupings to cater for different abilities’ (mean around 3) and item 19 ‘peer mentoring and assistance strategies are employed to cater for different abilities in the CLIL classroom’ (mean around 3) show a considerable agreement on the part of the observer with these statements gleaned in the observation sessions ([cf. Figure 11](#)). Nevertheless, the results on item 10 ‘the CLIL lesson uses cooperative learning to cater for different abilities’ (mean around 2) ([cf. Figure 11](#)) showcase the reduced implementation of cooperative learning principles in CLIL classrooms, despite the significant variation of groupings, which differs with the results extracted from the German context, where cooperative principles are one of the bedrocks of their teaching and learning strategies (Siepmann et al., 2023). The observer has provided some notes to support the outcomes of the observation protocol:

Students have completed several activities such as a crossword, a wordwall game and an oral dynamic. In order to do these activities, they have used different sorts of groupings (mostly individual and pairwork). [OBS]

Learners have participated in activities that involve movement to deal with prepositions of place, following the Total Physical Response approach. Likewise, they have ordered sentences using different color plastic cups, each color referring to a grammatical part of the sentence. As a result, in this lesson they have addressed those learners with a visual/kinesthetic learning style. [OBS]

Students have completed a learning stations’ session in which they had to participate in each activity of each station in eight minutes. For this dynamic, students were grouped according to their content knowledge and linguistic abilities. The stations were a thinkers’ key activity in which they had to write four jobs they remember, a memory game, an ed puzzle video about the carbon footprint with questions inserted in it and the last one a drawing activity in which they had to draw five actions against pollution they did in their daily lives. This way they work on the topic of pollution through different activities that try to cater to the majority of learners’ needs. [OBS]

The remarkable results obtained in the two aforementioned codes (diversity of activities and groupings) underpin the considerably high number of responses referring to ‘student-

centered methodologies’ (25 tokens) in teachers’ interviews, which is in positive relation with findings in the German context, where they implement student-centered methodologies through task-based and project-based learning (Siepmann et al., 2023). Nevertheless, on these two items, the observation protocol reflects an important discrepancy, since the low scores obtained from item 12 ‘the CLIL lesson involves project-based learning to cater for different abilities’ (mean around 1) and item 13 ‘the CLIL lesson involves task-based learning to cater for different abilities’ (mean around 1) pinpoint the reduced implementation of these two approaches in Valencian CLIL lessons (cf. Figure 11).

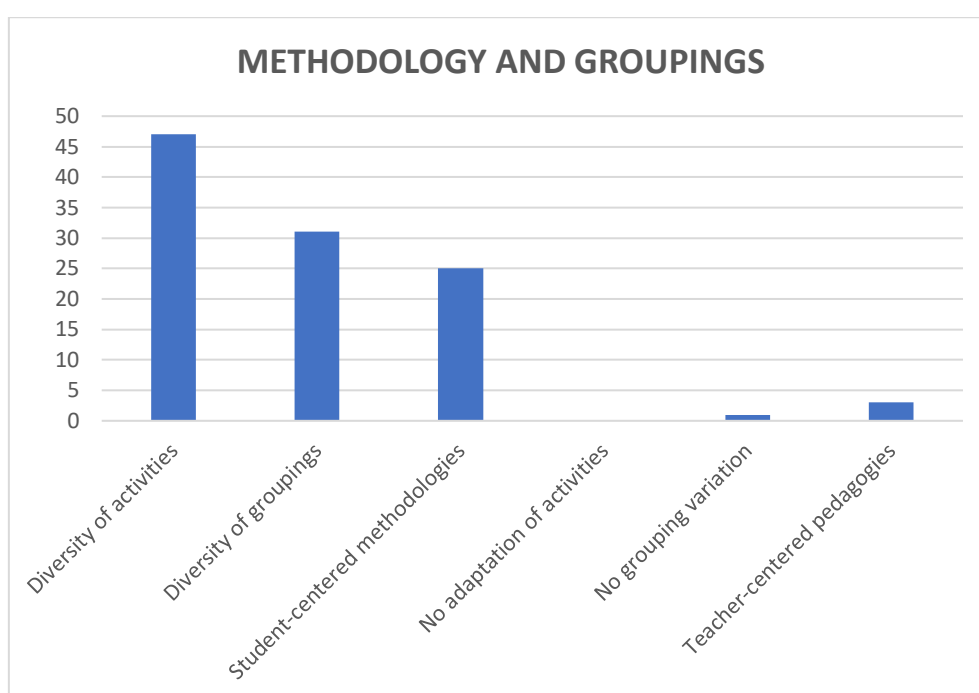


Figure 19. Methodology and Groupings (Teachers’ Interviews)

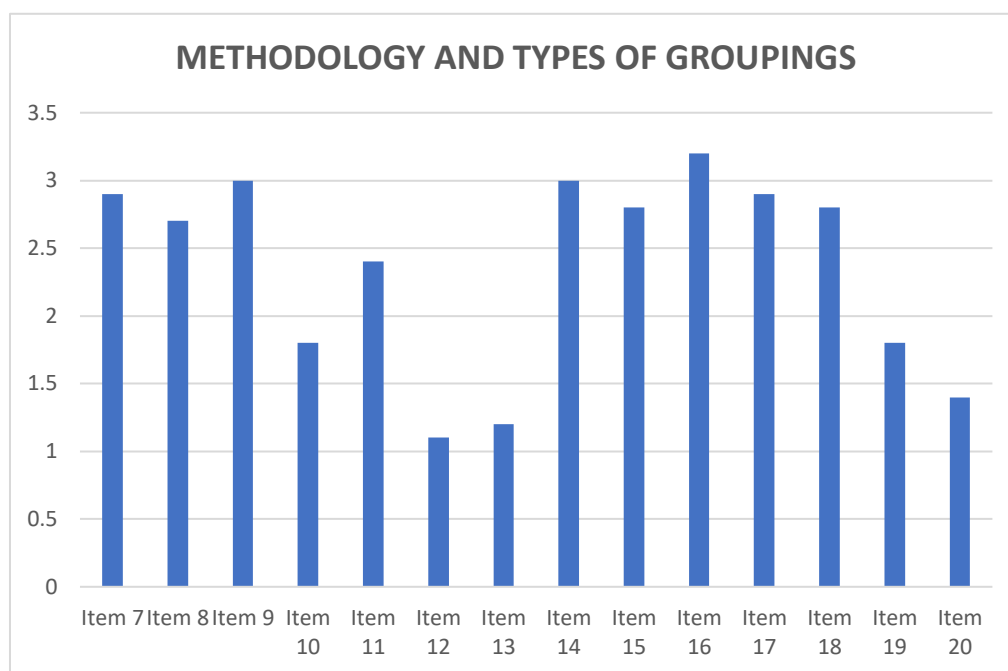


Figure 11. Methodology and Groupings (Observation Protocol)

Vis-à-vis materials and resources, teachers advocate the view that they exert themselves for the design and adaptation of materials, as it reveals the high number of responses encompassing ‘adaptation of materials’ (27 linguistic tokens) and ‘adapted original materials’ (16 linguistic tokens) in the interview protocol ([cf. Figure 20](#)), which tallies with findings in the Valencian Region (Ramón Ramos, 2023) and Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2023). Some teachers have pointed out how they carry out this difficult task:

Materials are adapted to different levels of difficulties. Originally designed manipulative material, such as different sorts of games and flashcards, computer games, and tablet exercises. [PTR]

We try that all materials follow the Universal Design for Learning principles so that they are accessible to all students. In other words, we use materials accessible for both over and under achievers. Consequently, the adaptations, that are traditionally focused on those who have more difficulties in accessing the contents, they are for every student. [STR]

I adapt all materials to three levels (average, underachievers and overachievers). [PTU]

However, these results dramatically differ from those gleaned from the observation protocol, as it has been highlighted above ([cf. Section 3.8.1.1 Students](#)).

On a different front, practitioners complain about the meager number of adapted textbooks they have at their disposal, according to the five responses including ‘lack of adapted textbooks’. These negative appraisals pertaining to the adaptation of textbooks tally with the results extracted from the German context, in which teachers report a paucity of adapted textbooks to meet the requirements of all sorts of learners (Siepmann, 2023).

Nevertheless, it is true that a minority of teachers (5) have underscored the existence of an adapted textbook, which usually focuses on downwards differentiation consisting of providing practitioners with another version of the textbook including the minimum contents pupils need to learn, as is quoted in the following example:

Yes, the textbook is the same for all students. However, we have a basic/essential version provided by Oxford which deals with the minimum standards that learners should achieve at a certain grade. The units are the same but simplified in vocabulary and grammar. [PTR]

At this juncture, according to the 36 appraisals containing the ‘use of ICT to cater to learners’ needs’ in teachers’ interviews and the score of item 24 in the observation protocol ‘information and communication technology (ICT) is used to cater for different abilities’ (mean around 3), teachers end up opting for using ICT and digital tools in order to meet learners’ demands ([cf. Figure 20](#)) ([cf. Figure 13](#)).

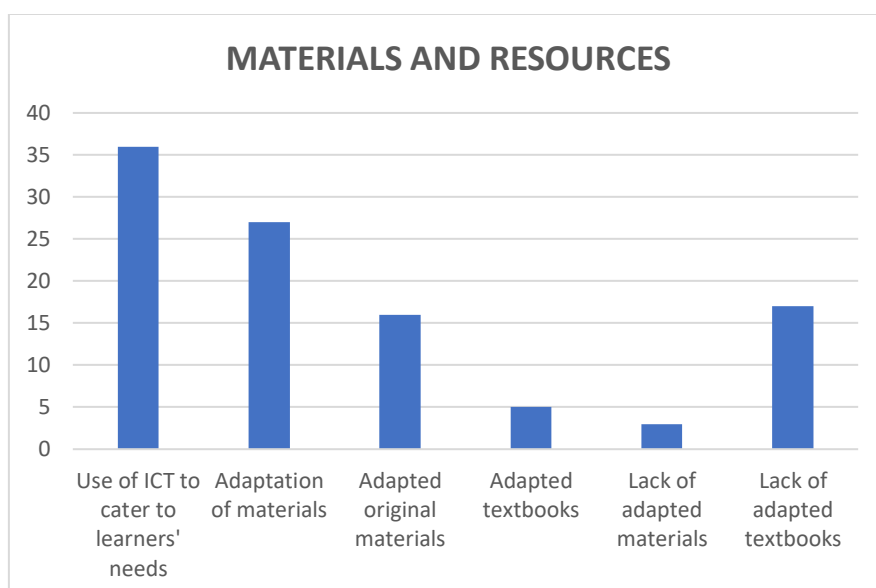


Figure 20. Materials and Resources. (Teachers' Interviews)

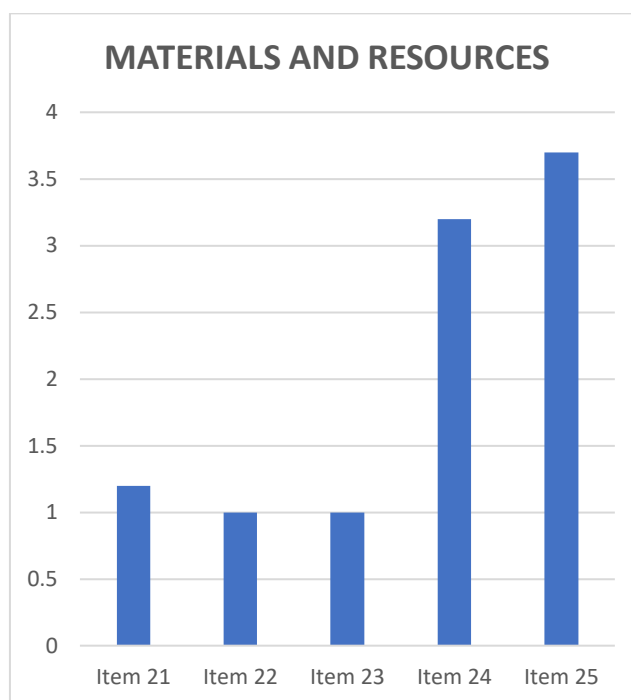


Figure 13. Materials and Resources. (Observation Protocol)

As regards assessment, the self-complacent view upheld by this cohort in the two previous sections continues in the assessment one. Indeed, according to the 34 appraisals including ‘adapted assessment’, the 35 responses encompassing ‘adapted exam’ and the 41 references to ‘personalized feedback’, teachers advocate a significantly positive perception of the deployed strategies to adapt assessment to learners’ spectrum of needs ([cf. Figure 21](#)). These outcomes chime with the results obtained in the previous study conducted in the Valencian region by Ramón Ramos (2023), and Casas Pedrosa and Rascón Moreno (2023) in Spanish monolingual communities. Consequently, these conclusions obtained in Spanish monolingual and bilingual communities show that the adaptation of assessment is entrenched in the Spanish educational system, as far as teachers are concerned.

Notwithstanding the foregoing, there are other European countries, such as Finland, in which its ethos of equality that permeates the whole educational system forecloses the adaptation of assessment, especially tests, in order to ensure students’ equality of opportunities (Nikula et al., 2023), which is a detriment to the equity pursued in Spanish regions.

Moreover, the analysis of teachers’ interviews also discloses the prominent role played by self- and peer-assessment (17 tokens) in Valencian CLIL programs. However, when it comes to homework, the appraisals comprising non-adapted homework (n=6) slightly outnumber the

ones containing homework differentiation (n=4) ([cf. Figure 21](#)). Consequently, due to this slight difference, it is difficult to extract reliable conclusions out of these items.

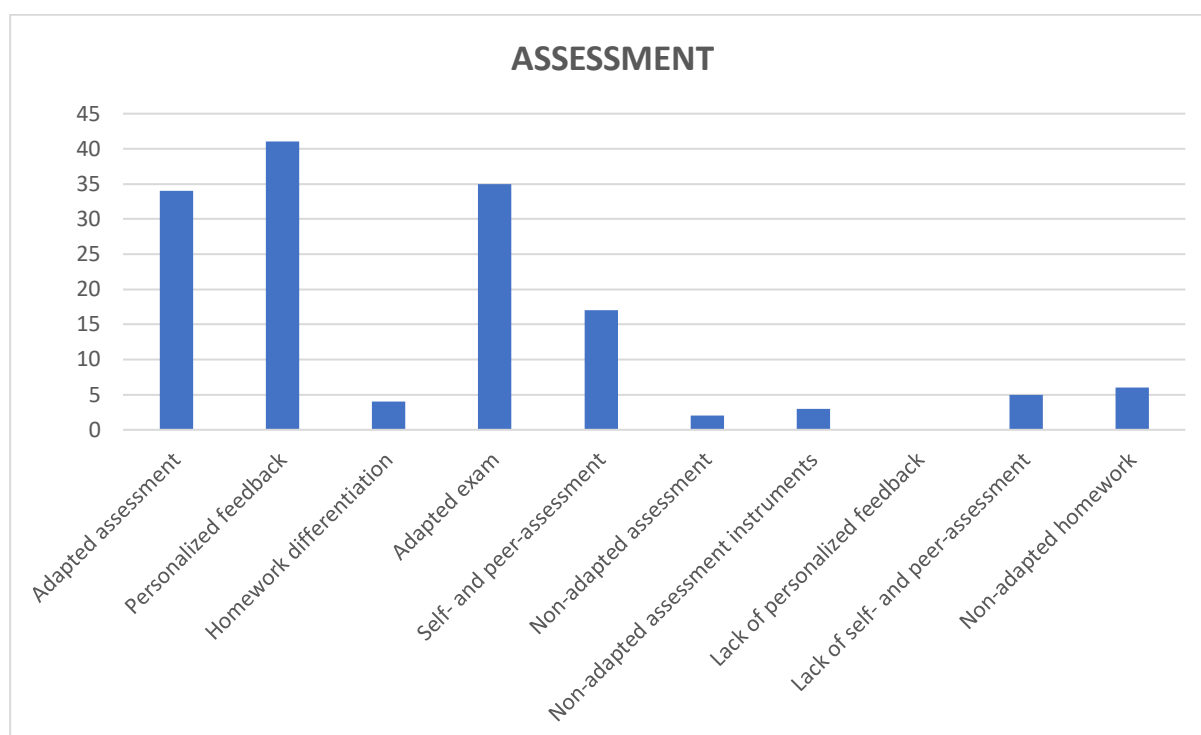


Figure 21. Assessment. (Teachers' Interviews)

Additionally, despite the relevance of coordination among educational stakeholders in CLIL programs, it continues to be one of the chief difficulties, according to the high number of responses containing 'no coordination with parents' (16 linguistic tokens) and 'no coordination with support team' (11 linguistic tokens) ([cf. Figure 22](#)). This area of improvement was also remarked in the previous study in the Valencian region by Ramón Ramos (2023). Likewise, the results also triangulate with findings in item 28 'parental support and engagement in CLIL are evident' of the observation protocol (mean around 1) ([cf. Figure 16](#)).

Nonetheless, it is also important to underscore the high number of appraisals encompassing 'coordination with teachers', which usually refer to the coordination with teaching assistants due to the fact that, as was pinpointed above ([cf. section 2.3 Evolution of CLIL in Spain and the Valencian Community](#)), the meager number of hours devoted to CLIL lessons in the Valencian regions, triggers that English language practitioners assume the role of CLIL teachers too. As a result, teaching assistants are the ones that coordinate with English/CLIL teachers. The observer has made some notes reflecting this shortage of coordination with educational stakeholders:

There are not additional teachers or parents in the classroom, apart from the teaching assistant. However, there exists coordination among CLIL/English teachers as all are following the same pace as well as with the teaching assistant. [OBS]

Coordination among CLIL/English teachers is evident, as well as, with the teacher assistant, although she is not accountable for the design and development of the lessons. She focuses on collaborating with learners. [OBS]

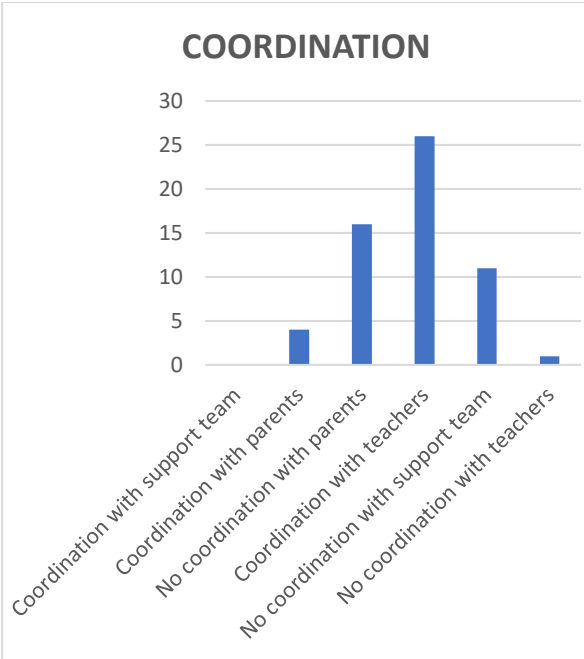


Figure 22. Coordination (Teachers' Interviews)

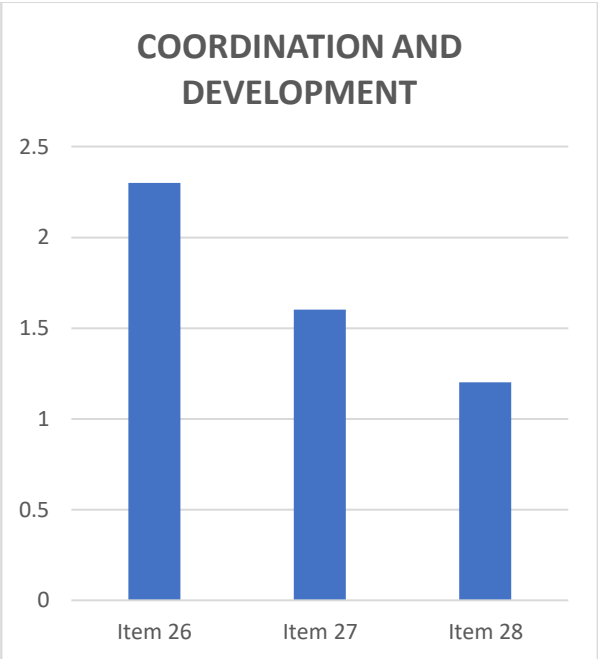


Figure 16. Coordination (Observation Protocol)

Finally, all training needs reported by practitioners pivot around five categories: methodology, materials, assessment, coordination and linguistic training. Among these five, the two main areas teachers need to improve most are the adoption of methodological strategies (n=15) and design of materials (n=7) to meet the wide spectrum of learners' needs, which accords with findings in Spanish monolingual contexts by (Casas Pedrosa and Rascón Moreno, 2023). Therefore, this shows that these two areas of improvement continue to be the main lacunae for CLIL teachers when addressing diversity, as they report in the following assertions.

I think it is evident I need training in adapted material design and student-centered methodologies, as I do not know how to apply new methods to the existing and increasing diversity of learners. [PTU]

Materials design is also a daunting challenge for me. Likewise, I would like training in how to structure the learning process through the materials, departing from the strict control of the teacher, so that learning could develop from the interaction of learners with the materials. [STR]

I would need training in how to teach students who have different levels, which methodology we could use to design multilevel activities in class. [PTR]

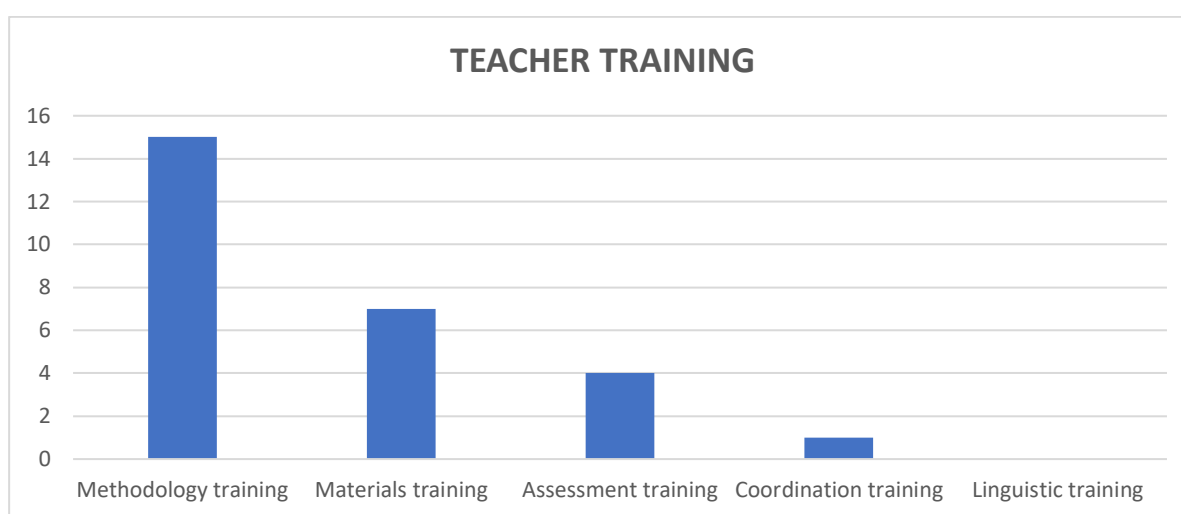


Figure 23. Teacher Training (Teachers' Interviews)

3.9.2 Within-Cohort Results

The outcomes pertaining to objectives f), g), h) and i), comprised in metaconcern 2, have been gauged through the calculation of the percentages of tokens of each statement in relation to the total amount of tokens expressed by Primary/Secondary and urban/rural students and teachers in the interviews, due to the fact that the number of learners and practitioners belonging to Primary and Secondary schools and rural/urban educational centers is not consistent. Thereafter, a double line graph has been designed to showcase the similarities and differences within these two cohorts. Thus, a significant difference in their appraisals has been taken into account when the results show a difference of more than a 2% in their responses, since this percentage has been heralded as the lowest difference which is worth considering, according to the significance underscored in the conducted analysis. Additionally, the observation protocol has only been considered in teachers' within-cohort comparison, since it does not comprise the analysis of student cohort.

3.9.2.1 Students

Firstly, regarding objective f), Primary students' insights chiefly concur with their Secondary counterparts' views in the vast majority of analyzed appraisals, according to the similar line graphs. Nevertheless, there are certain aspects in which they slightly differ.

Indeed, Primary Education learners are more aware of the enriching value of diversity than Secondary students. Moreover, there also exists a remarkable difference in the perceived diversity of activities and groupings implemented by their teachers. In this sense, Primary students' percentage of appraisals including these two statements also outnumber Secondary learners' ones. As a result, according to students, Primary teachers deploy a wider diversity of activities and groupings than Secondary teachers, which could stem from the better training the former have in pedagogy and educational strategies ([cf. Figure 24](#)).

Likewise, the number of students attending Primary schools that allude to teachers' coordination among them and with parents is higher than in Secondary schools, due to the fact that Primary educational centers give more importance to coordination among teachers and between practitioners and parents than Secondary educational centers do ([cf. Figure 24](#)).

On a different front, whereas Primary students focus on the enriching value of diversity, Secondary students' perceptions referring to the challenge posed by diversity and the subsequent shortage of time to cater for the wide spectrum of needs outnumbers Primary learners' insights comprising these two aspects. The hurdles triggered by diversity in Secondary Education are mitigated through the significant use of downwards differentiation and student-centered methodologies, which are less used in Primary schools, according to learners' outlooks. Nevertheless, this downwards differentiation is not consistent through all the educational process, as Secondary pupils' percentage of appraisals containing 'non-adapted assessment' significantly outnumbers their Primary counterparts' percentage of responses including this statement ([cf. Figure 24](#)).

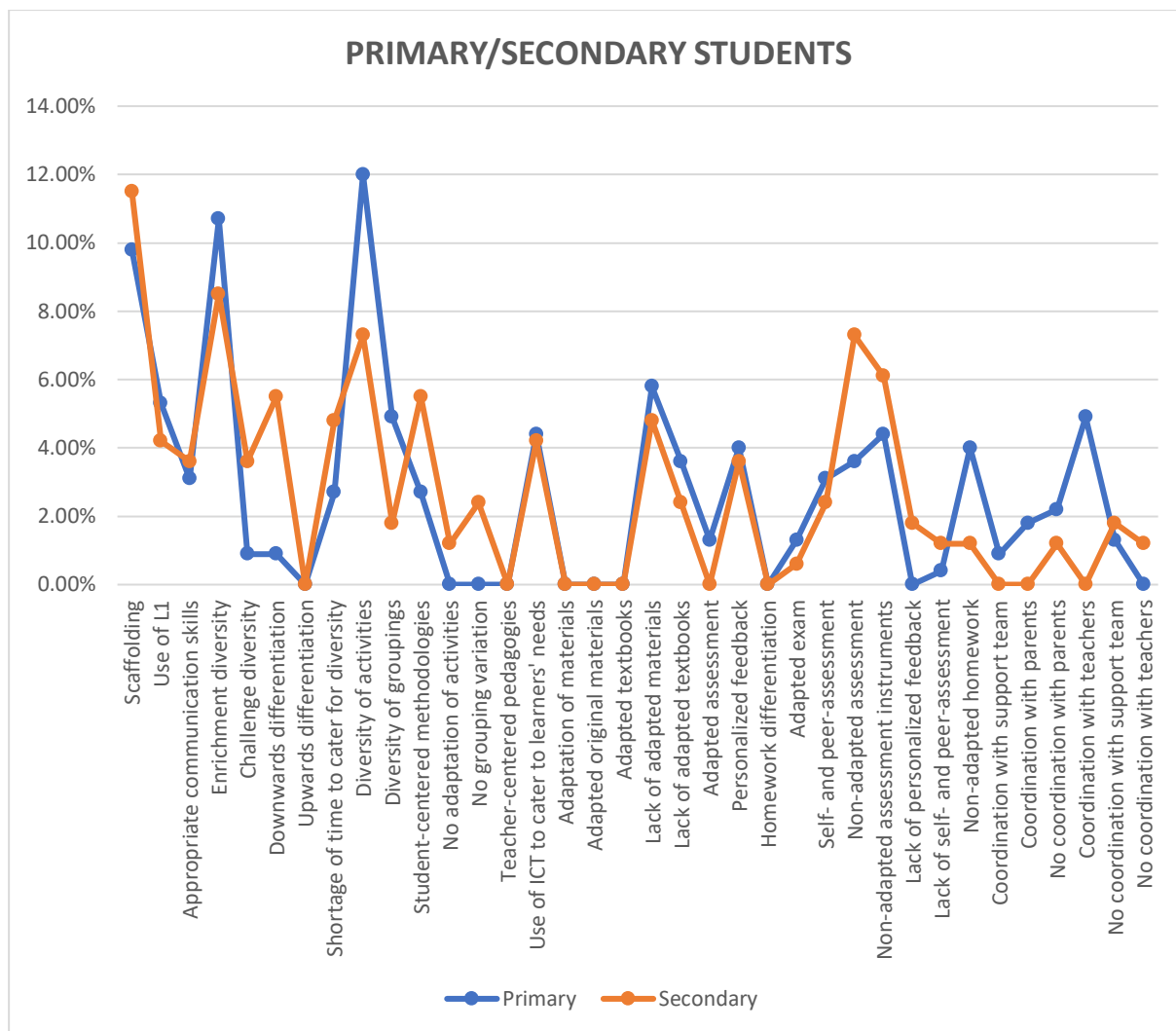


Figure 24. Within-Cohort Comparison (Primary/Secondary Students)

Turning now to objective (g), there exist many similarities between learners attending urban and rural schools. However, there are also some differences in the importance conferred by these two groups inside the student cohort to certain aspects which will be developed in the following paragraphs.

Urban students place the spotlight more on the challenge posed by pupils' wide spectrum of needs than those attending rural schools. Thus, according to the double line graph, urban learners perceive to a greater extent the implementation of downwards differentiation to cater to their needs than their counterparts from rural educational centers. Likewise, the use of ICT to meet pupils' diversity is another strategy in which the percentage of urban students' responses including it outnumbers rural ones. That is to say, urban learners perceive more the use of Information and Communication technologies than rural students do ([cf. Figure 25](#)).

On a different front, according to rural students' appraisals, teachers in rural schools use more scaffolding and L1 to clarify concepts than their counterparts in urban educational centers. Likewise, teacher personalized feedback is another educational strategy in which the percentage of rural responses alluding to it outnumbers the one referring to it in urban areas. Contrarily, when it comes to the materials and coordination sections, the paucity of adapted materials to address learners' different needs and the reduced coordination with the support team are more remarkable in rural than in urban schools ([cf. Figure 25](#)).

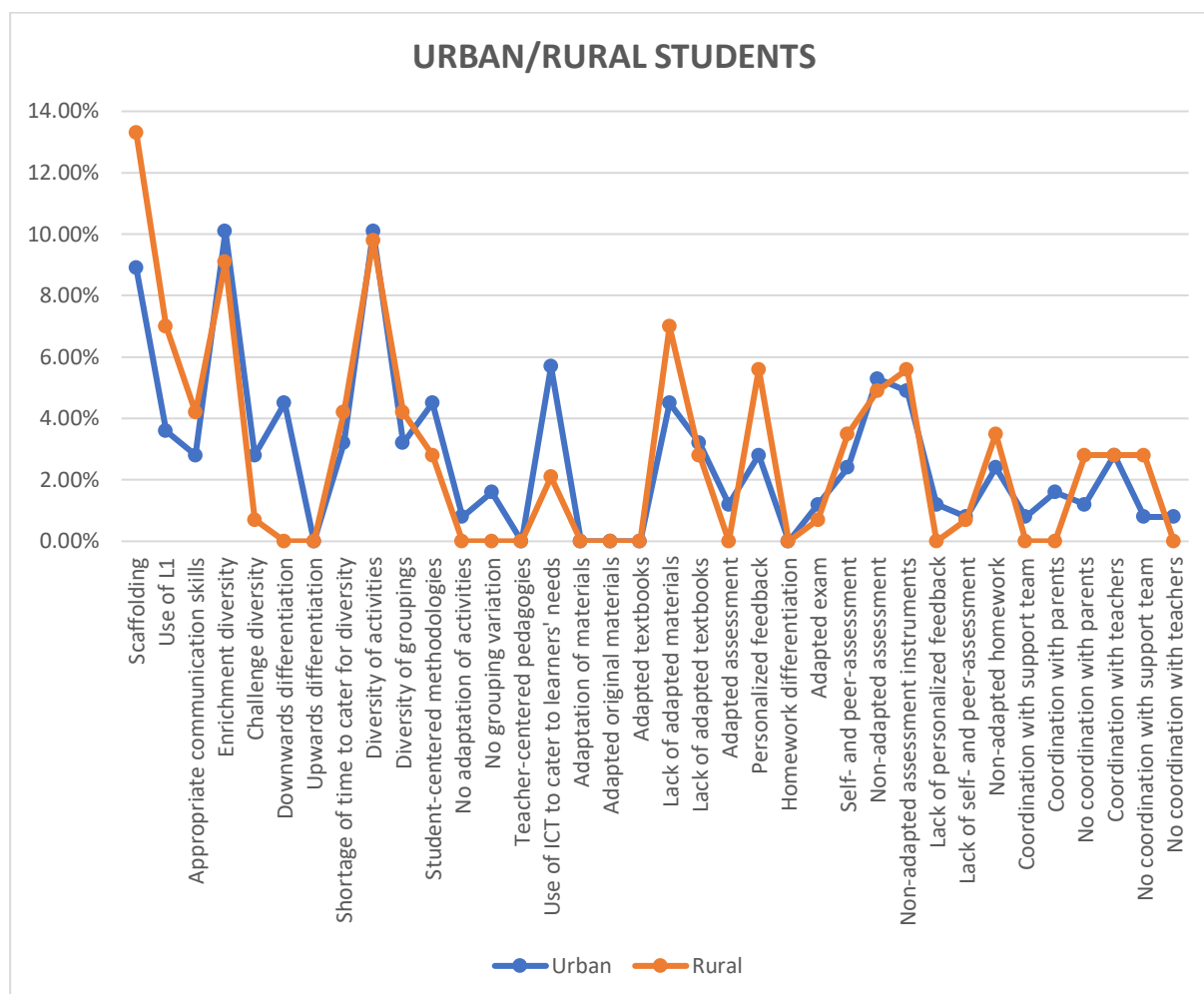


Figure 25. Within-Cohort Comparison (Urban/Rural Students)

3.9.2.2 Teachers

Concerning objective (h), both lines of the graph almost coincide in the analyzed statements, which reflects the homogeneity perceived in the insights harbored by Primary and Secondary Education teachers. In fact, according to the analysis of the observation protocol, there also exists homogeneity between these two groups of teachers, except for item 26, which highlights the greater importance given to coordination among teachers by Primary school practitioners in relation to the limited role it plays in Secondary Education ([cf. Annex 4](#)). Apart from that,

according to the administered interviews, there are certain statements in which there exist some significant differences.

Indeed, whereas Primary teachers opt more for student-centered methodologies and differentiation strategies, such as diversity of activities, adapted assessment and adapted exams to cater for the existing diversity, than Secondary practitioners, the latter consider diversity more of a challenge than their Primary counterparts, due to the shortage of time they have to meet the wide diversity of pupils' needs. In order to address this diversity, Secondary teachers trust more downwards differentiation and grouping variation than school teachers (cf. Figure 26).

Additionally, statements referring to the coordination among teachers and between them and parents show a higher percentage of Primary teachers' appraisals than Secondary ones. This showcases the prominent role provided by Primary schools to coordination among educational stakeholders, although it is one of the main lacunae in Secondary Schools (cf. Figure 26).

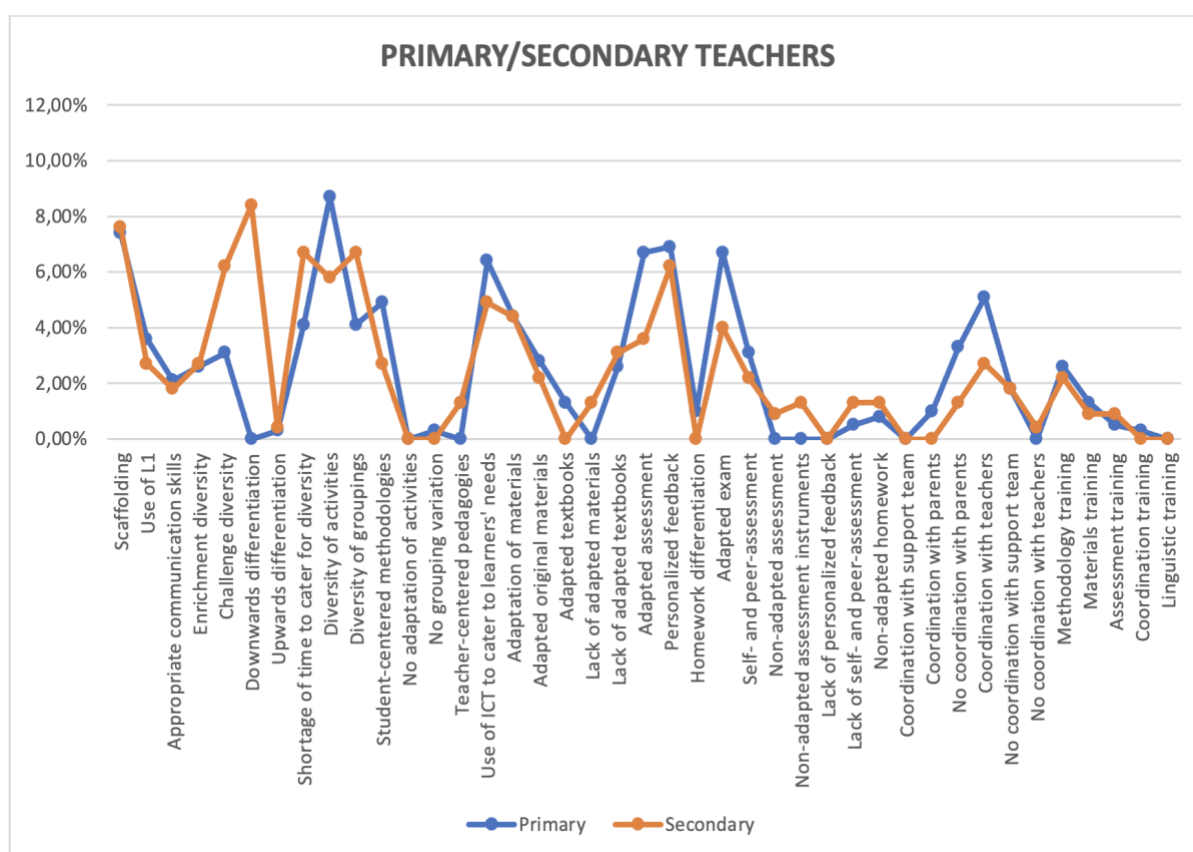


Figure 26. Within-Cohort Comparison (Primary/Secondary Teachers)

Vis-à-vis objective (i), as in the previous within-cohort comparisons, there is a high coincidence between urban and rural teachers' insights, as is depicted by the double line graph.

Likewise, the statistical analysis of the interview protocol also shows a complete homogeneity in the results of these two groups of teachers, according to this variable (social milieu) ([cf. Annex 5](#)). Notwithstanding the foregoing, taking the results of the interview protocol into account, there are some important differences which must be remarked upon

Teachers in urban educational centers harbor a higher degree of trust in scaffolding than those working in rural areas. Likewise, in order to meet learners' needs, practitioners from urban schools resort more to differentiation strategies, such as diversity of activities, adapted assessment or adapted exam, than their rural counterparts ([cf. Figure 27](#)).

On the other front, rural teachers confer more prominence to the enriching value of diversity than urban teachers. In fact, so as to address this diversity, they opt more for the deployment of student-centered methodologies and the use of the wide array of possibilities provided by ICT to address pupils' needs than practitioners working in urban schools. This high reliance on ICT resources may be the result of the hurdles they have to overcome when designing materials to cater to all learners' needs, as they have reported in their interviews that they demand training in materials' design ([cf. Figure 27](#)).

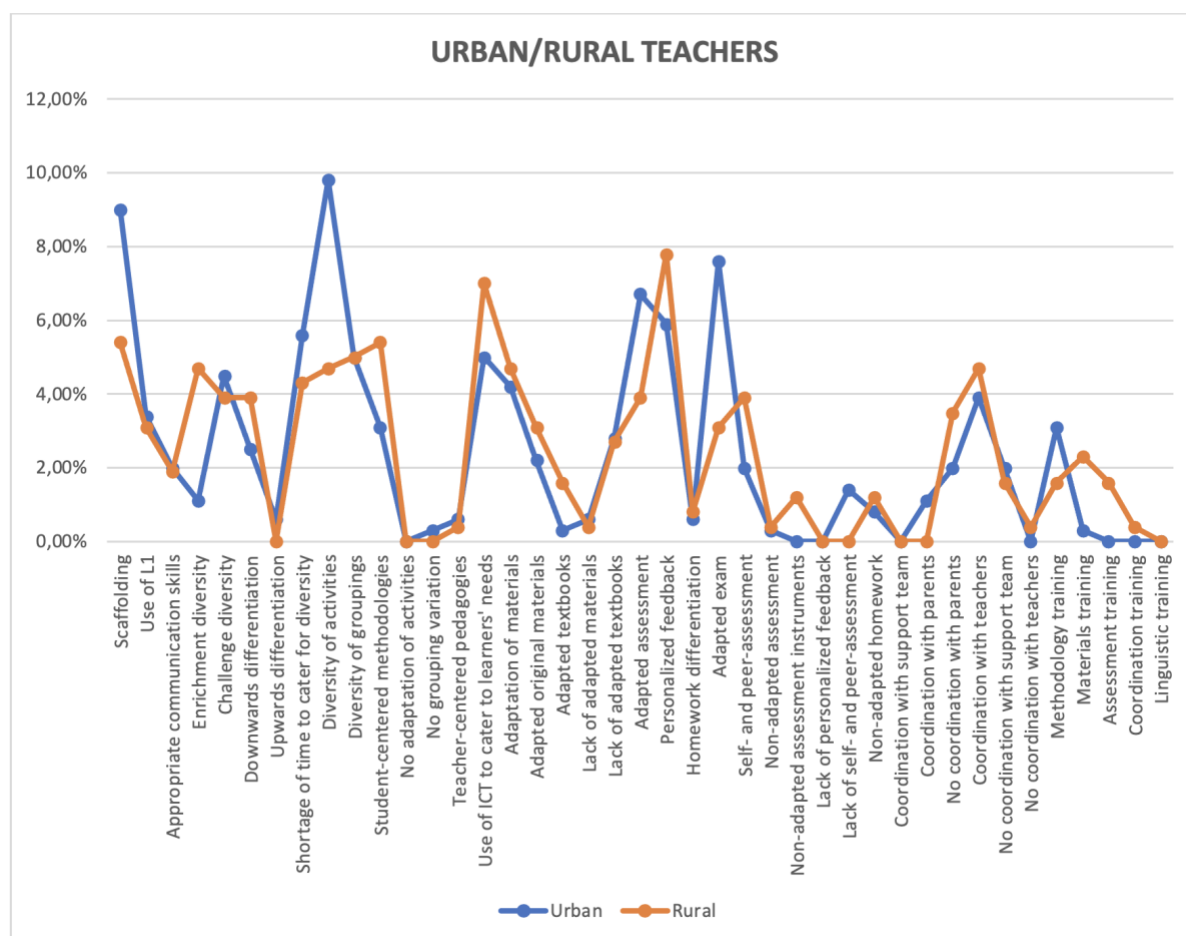


Figure 27. Within-Cohort Comparison (Urban/Rural Teachers)

3.9.3 Across-Cohort Comparison

As was delineated in the previous section ([cf. 3.9.2 Within-Cohort Results](#)), the across-cohort comparison, stated in objective j), has been also conducted through the calculation of the percentages of tokens of each statement in relation to the total amount of tokens gleaned from students' and teachers' interviews, owing to the existing divergence between the number of students and teachers participating in the study. Having collected this data, it has been compared through a double line graph to depict the similarities and differences across these two cohorts. Finally, those salient statements whose percentages of students' and teachers' appraisals differ in more than 2% have been considered. Nonetheless, the takeaways of this comparison have not been contrasted against the observation protocol, as the latter does not contemplate the different cohorts (students/practitioners).

Firstly, the across-cohort comparison showcases students' and teachers' agreement on some of the items due to the similar repetition percentage obtained in certain statements of the interview protocol. Notwithstanding the foregoing, there exists an important chasm across the two cohorts in several codes which must be depicted.

According to the double-line graph, students are more acquainted with the enriching value of diversity than teachers are. In order to address this diversity, learners perceive more teacher deployment of scaffolding strategies and a wider diversity of activities than practitioners themselves do. Nevertheless, these positive opinions harbored by learners in the previous statements transform into a downright opposition with teachers' insights when it comes to analyzing teachers' adaptation of materials, assessment and homework. Thus, while students' responses referring to lack of adaptation of materials, assessment procedures, evaluation instruments and homework clearly outnumber teachers' appraisals alluding to these aspects; practitioners' insights comprising the adaptation of original and non-original materials, assessment procedures and evaluation instruments obtain higher scores than pupils' responses in these aspects. This shows a significant rift vis-à-vis the adaptation of materials and assessment between teachers and students' outlooks, which concurs with findings in Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2023) and in the previous quantitative study in the Valencian region (Ramón Ramos, 2023) ([cf. Figure 28](#)).

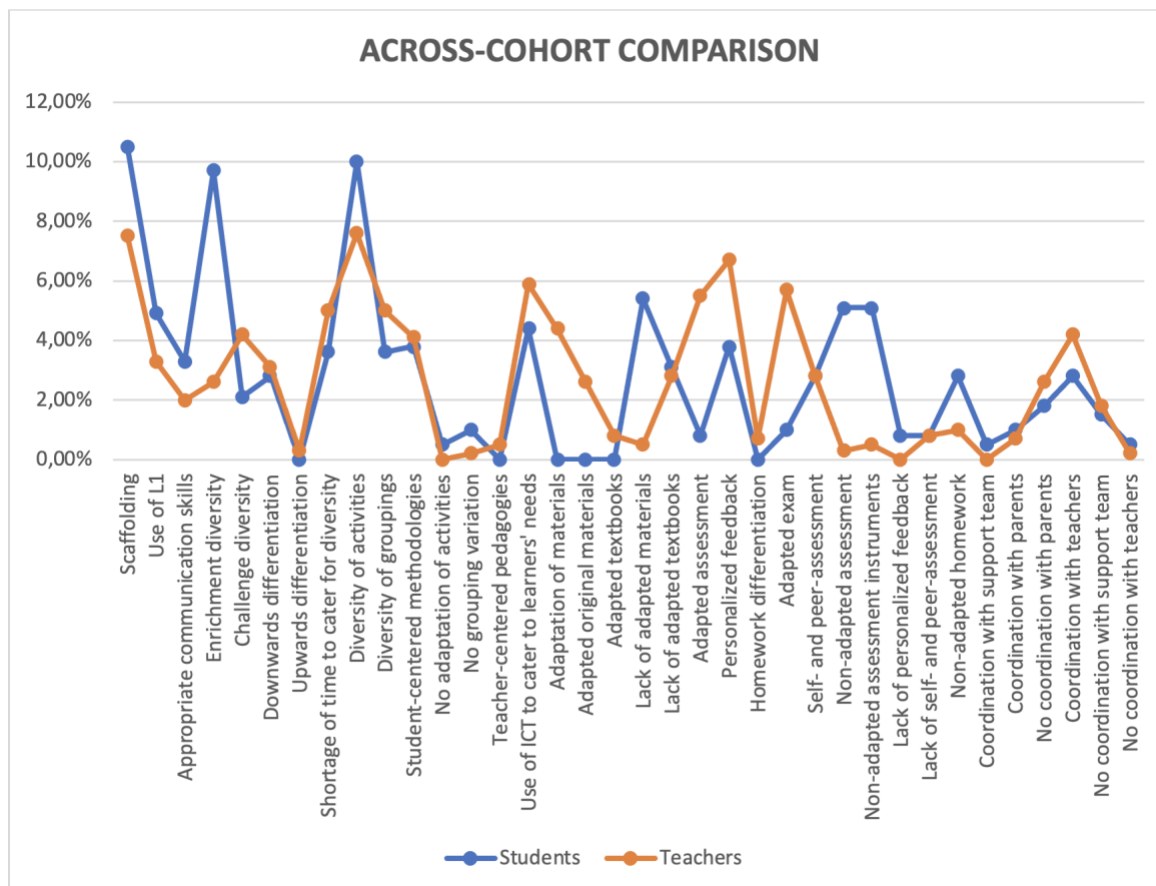


Figure 28. Across-Cohort Comparison (Teachers/Students)

4. LIMITATIONS AND PROSPECTS

This study presents with several hurdles which can pose a threat to its validity and representativeness. However, the limitations found after conducting this study can be an appropriate point de depart for future investigations.

Firstly, as learners have been randomly selected, their appraisals can be biased by their scarce knowledge of general didactics and CLIL rationale. Therefore, their outlooks are based on their personal experience with specific teachers. Consequently, the views they uphold can differ depending on their experiences in CLIL programs. As a result, dealing with these biased views is one of the most daunting challenges researchers have to overcome when conducting qualitative research.

Moreover, this study has only embraced teachers and students obliterating other stakeholders' perceptions, such as parents or policy-makers. Therefore, in order to paint an accurate picture of how diversity is being catered to in CLIL and enable broader generalizations of the obtained conclusions, it could be appropriate to glean also other groups of stakeholders' insights.

What is more, this study has shed light on the deployment of attention to diversity in CLIL settings in two provinces of the Valencian community (Valencia, but mostly Alicante) which have their own linguistic particularities. As a result, expanding the study to the third region of the Valencian community, Castellón, and to other Spanish and European bilingual regions could provide an accurate birds' eye view of how and in what degree the implementation of CLIL in these contexts differs from monolingual ones.

Likewise, bilingual regions and areas are different among themselves according to their sociolinguistic context. Therefore, as the sociolinguistic context of students and teachers has not been considered in depth, it is paramount to start focusing on it and isolating the sociolinguistic context as a significant intervening variable, so as to determine if it can be accountable for some learners' differences.

Notwithstanding the foregoing, this research can be considered a step beyond in attention to diversity in CLIL in bilingual regions, as it has departed from a quantitative standpoint offered by the previous study on attention to diversity in the Valencian region, to get immersed in the observation of CLIL practice at grassroots level, and finally, ending up gleaning the appraisals upheld by two of the main educational stakeholders (students and teachers). At this juncture, this study has paved the way for the design of didactic proposals and sequences to improve the enactment of measures that cater to the diverging needs, interests and learning styles in the CLIL arena, stepping up to the diversity challenge in bilingual regions.

5. CONCLUSION

In recent years, CLIL has been mainstreamed in compulsory education by departing from CLIL strands to progress towards fully bilingual, or in the case of bilingual regions, multilingual schools. Consequently, this paradigm shift has triggered the evident increase of the diversity of learners which CLIL practitioners have to address. In fact, this is posing a threat to its full-fledged deployment as the compendium of studies on attention to diversity in CLIL settings is hitherto incomplete.

So far recent studies conducted under the ADiBE project have focused on Secondary or Primary Education studies in monolingual regions. In fact, although the previous study paved the way for this research by analyzing Primary students', teachers' and parents' perspectives on catering to diversity in CLIL in a bilingual region, this is a trailblazer study in analyzing both urban/rural and Primary/Secondary Education students' and teachers' outlooks on attention to diversity in CLIL, along with establishing within- (Primary/Secondary and urban/rural) and across-cohort comparisons in order to underscore the existence of significant

differences between the perspectives harbored by the sub-groups in each cohort and between the cohorts themselves. Therefore, the broad takeaways of this study can be divided into descriptive results, within- and across-cohort comparisons.

Vis-à-vis descriptive results, learners consider diversity as an enriching factor of the current educational system, although they are aware of the difficulties related to catering to this existing diversity due to the meager number of hours devoted to CLIL teaching. Thus, in order to address this diversity, practitioners resort to linguistic scaffolding, variation of activities and groupings, opportunities for peer- and self-assessment and coordination among teachers themselves. Nevertheless, according to students' outlooks, practitioners' adaptation of materials, homework, assessment, along with their coordination with their parents and the school's support team, fall short of their expectations.

On the other front, whilst students perceive the enriching value of diversity, according to the practitioner cohort, it is a daunting challenge they have to struggle with due to the paucity of CLIL sessions they have at their disposal, which forces them to opt for downwards differentiation, leaving no room for upwards differentiation. Apart from it, so as to cater to the existing diversity, teachers delineate several differentiation strategies they implement, such as diversity of activities and groupings, adaptation of materials, assessment procedures and instruments and coordination among teachers (especially teaching assistants), concomitantly with the use of linguistic scaffolding and learners' L1 to clarify concepts.

Nevertheless, the adaptation of homework, as well as the coordination with parents and support teams, continue to be the main areas of improvement as far as teachers' outlooks are concerned. Moreover, despite the self-complacent view upheld by this cohort in the adaptation of methodological strategies and materials, these are their two chief training needs, according to their responses.

Turning to the within-cohort comparisons, although there exists certain homogeneity between the groups of each cohort, there are several remarkable differences which should be tackled. Firstly, Primary Education students are more acquainted with the enriching value of diversity than their Secondary Education counterparts. In fact, the latter consider diversity more of a challenge than the former do due to the shortage of time to cater to this diversity, which makes teachers resort to downwards differentiation. Contrarily, taking learners' responses into account, Primary teachers implement a wider diversity of activities and groupings to cater to the existing diversity of students' needs than Secondary ones do, as the former have received a more extensive pedagogical and educational training than the latter do. What is more, students consider that parental involvement is more appropriate in Primary than in Secondary Education,

due to the fact that in this later educational stage the participation of parents in classroom dynamics is almost inexistent.

Despite the predominant homogeneity of responses between students coming from urban and rural settings, learners attending urban schools report the challenge posed by diversity to a greater extent than their counterparts attending rural educational centers. Moreover, students immersed in urban schools also consider teachers award more importance to downwards differentiation than those immersed in rural educational centers. On a different front, rural students place the spotlight to a greater extent on teachers' use of linguistic scaffolding techniques and personalized feedback to cater to diversity than their urban counterparts. Contrarily, as regards the adaptation of materials and coordination, pupils belonging to rural educational centers uphold more negative views than urban students do.

What is more, according to practitioners' insights, Primary teachers opt more for differentiation strategies (diversity of activities, adaptation of assessment procedures and exams) and coordination with educational stakeholders than Secondary teachers do. Nevertheless, Secondary teachers also conceptualize diversity more as a challenge they have to address through downwards differentiation than their Primary Education counterparts, which also chimes with findings in the students' cohort.

Additionally, as far as practitioners are concerned, despite the fact that rural teachers perceive to a greater extent the enriching value of diversity, those teachers working in urban schools opt more for scaffolding and differentiation strategies (diversity of activities and adapted assessment procedures and exam) than their rural counterparts. However, the higher importance conferred by the latter to the implementation of student-centered methodologies is also salient.

Relating to the across-cohort comparison, students are undoubtedly more acquainted with the enriching value of diversity than teachers. What is more, when it comes to evaluating the methodological differentiation strategies implemented to cater to the existing diversity, both cohorts report their appropriate deployment. Nevertheless, this agreement transforms into a significant rift in the adaptation of materials and assessment. In fact, students show a downright opposition to practitioners' self-complacent view of their adaptation strategies in these two sections. Finally, as far as coordination is concerned, the implemented system falls short of CLIL demands, as it is limited to coordination among teachers.

As a result, having conducted this study, there are several overarching conclusions or lessons learned which should be depicted.

First, students, particularly Primary Education ones, are more aware of the positive impact of diversity in CLIL lessons than teachers, as the latter (above all Secondary ones) consider it a challenge due to the meager number of CLIL lessons established by the School Linguistic Program, which triggers their exclusive focus on downwards differentiation. Therefore, in the Valencian region, there exists a dire need to increase the number of hours devoted to teaching non-linguistic subjects through additional languages, as the vast majority of educational centers limit the implementation of CLIL to one or two hours per week.

Second, according to both cohorts, Primary teachers deploy more differentiation strategies such as diversity of activities, groupings, materials or assessment procedures, than their Secondary counterparts. This divergence lies in the deeper pedagogical training received by Primary Education teachers. Likewise, despite the flaws of the coordination system, relationships with parents are closer in Primary than in Secondary Education. Therefore, it must be underscored that Primary Education teachers are paving the way for the implementation of an appropriate attention to diversity system in CLIL settings and Secondary Education teachers should follow suit by opting for a “primarization” of their educational stage.

Third, the results gleaned from the comparisons of urban and rural settings do not provide overarching conclusions about salient differences in the insights harbored by students and teachers immersed in these two social milieus, which in and of itself is a positive finding, as it does not reflect disenfranchisement in either of these two contexts.

Fourth, practitioners’ and students’ insights concur in the former use of linguistic scaffolding strategies as well as methodological principles to cater for diversity. Notwithstanding the foregoing, despite the self-complacent outlooks upheld by teachers of their adaptation of materials and assessment to address the wide spectrum of pupils’ needs, these measures are falling short of learners’ demands. These results concur with findings in the previous quantitative study conducted in 2023 in the Valencian region (Ramón Ramos, 2023). Consequently, it is a daunting challenge for CLIL practitioners which is jeopardizing the correct implementation of CLIL programs in this context. Apart from this, the lack of an appropriate coordination system to address learners’ different needs is also endangering the correct deployment of CLIL programs. As a result, coordination systems should depart from focusing exclusively on CLIL/English to progress towards the embracement and corollary involvement of other educational stakeholders, particularly the support staff and parents.

To conclude, all the obtained outcomes along with the lessons learned specified in the previous paragraphs have delineated a clear path through which bilingual programs should

follow if there is a clear and committed purpose to making “CLIL for all” a real opportunity for students, regardless of their background, to become competent in a foreign language.

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7. ANNEXES

7.1 Annex 1. Interview Protocol (Students and Teachers) designed and validated by Pérez Cañado, Rascón Moreno and Cueva López (2023).

Students' Interview Protocol.

ADiBE Project: Attention to Diversity in Bilingual Education

**Interview protocol
STUDENTS**



1. NAME OF SCHOOL: _____
2. GRADE: _____
3. AGE: _____
4. GENDER: ☐ Male ☐ Female ☐ Other
5. MOTHER TONGUE: _____

1. LINGUISTIC ASPECTS (BICS & CALP)

Do you find it challenging to learn in classes with students who have different levels of foreign language ability/ability in general?

Do your teachers provide you with linguistic support to help you understand difficult aspects in the CLIL classroom?

Do your CLIL teachers provide you with strategies to help you understand the content you are learning in the foreign language?

Do your CLIL teachers repeat parts of a lesson in your first language to help you understand the content you are learning?

Do you think that your CLIL teachers' communication skills in the foreign language and specialized knowledge of the subject are sufficient to help learners with different abilities?

2. METHODOLOGY AND TYPES OF GROUPINGS

Are your CLIL teachers' lessons sensitive to students with different abilities?

Is there enough time in your CLIL lessons to attend to different abilities? If so, which methodologies, types of groupings, and activities are employed to do it? Would you say they are traditional or innovative / teacher-fronted or student-centered / deploy higher-rank or lower-order cognitive processes?

EXAMPLES: *Student/teacher-centered methodologies*

Cooperative learning principles

Multiple intelligences theory

Task-based language teaching

Project-based learning

Lockstep lecturing

Pair/group work

Personalized attention (individual or in smaller groups)

Peer mentoring strategies

Newcomer classes

Activities which involve memorizing, understanding, and applying vs. those which entail analyzing, evaluating, and creating

3. MATERIALS AND RESOURCES

Which materials and resources do your teachers use to take into account different abilities among students?

EXAMPLES: *Textbook*

Adapted materials

Materials created by your teachers

Information and Communication Technology (ICT) (please, specify)

Materials with a combination of visual, textual, and/or numeric input

Instructional materials which promote the development of pluriliteracies

4. ASSESSMENT

How is assessment carried out to take into account different abilities? Is it formative or/and summative? Which instruments and criteria are used? Do you find that your performance improves as a result of taking into account different abilities?

EXAMPLES: *Grading rubrics*

Detailed guidelines as extra support (formative evaluation)

Personalized and regular feedback (formative evaluation)

In-class activities adapted to level of ability (formative evaluation)

Different homework according to individual levels of ability (formative evaluation)

Key words highlighted and vocabulary adapted in the exam (summative evaluation)

Different versions of the same exam and more time to carry it out (summative evaluation)

Self-assessment

5. TEACHER COLLABORATION AND DEVELOPMENT

Do your CLIL teachers coordinate/collaborate with each other in order to cater for different abilities?

Do you have the support of multi-professional teams (special education needs support staff, psychologists, social workers) to cater for different abilities in your CLIL classroom?

Do your language teachers have sufficient preparation to cater for different abilities in the CLIL classroom? And your content teachers? And the language assistants?

Are you satisfied with the support offered to your parents?

6. OVERALL APPRAISAL

Which are, in your opinion, the chief difficulties which you have encountered in participating in a bilingual program that takes into account students with different abilities?

And the best teaching practices to attend to different abilities in the CLIL classroom?

Are you satisfied with the support system which your school currently has in place to help you with you CLIL classes?

What is your overall appraisal of catering for different abilities in the CLIL classroom?



1. NAME OF SCHOOL: _____
2. GRADE: _____
3. SUBJECT: _____
4. TYPE OF TEACHER:
(More than one may apply)
 - ☐ Foreign language teacher
 - ☐ Content teacher
 - ☐ Language assistant
 - ☐ Other: _____
5. ARE YOU A BILINGUAL COORDINATOR IN YOUR SCHOOL? ☐ Yes ☐ No
6. AGE: _____
7. GENDER: ☐ Male ☐ Female ☐ Other
8. MOTHER TONGUE: _____
9. EMPLOYMENT SITUATION:
 - ☐ Civil servant with a permanent post
 - ☐ Civil servant with a temporary post
 - ☐ Temporary teacher
 - ☐ Other: _____
10. LEVEL IN THE FOREIGN LANGUAGE YOU TEACH:
 - ☐ A1 (Beginner)
 - ☐ A2 (Elementary)
 - ☐ B1 (Intermediate)
 - ☐ B2 (Upper-Intermediate)
 - ☐ C1 (Advanced)
 - ☐ C2 (Proficient)
11. OVERALL TEACHING EXPERIENCE:
 - ☐ Less than 1 year
 - ☐ 1-10 years
 - ☐ 11-20 years
 - ☐ 21-30 years
 - ☐ Over 30 years
12. TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:
 - ☐ Less than 1 year
 - ☐ 1-5 years
 - ☐ 6-10 years
 - ☐ 11-15 years
 - ☐ 16-20 years
 - ☐ Over 20 years

1. LINGUISTIC ASPECTS (BICS & CALP)

Do you find it challenging to teach CLIL classes with learners who have different levels of ability in the foreign language or/and in general?

Do you find it just as challenging to teach CLIL and non-CLIL learners who have different levels of ability in the foreign language or/and in general?

Do you scaffold language or/and content as a strategy to support different abilities in the CLIL classroom?

Do you repeat parts of a CLIL lesson in the L1 as a useful technique to cater for different abilities in the CLIL classroom?

Do you think that your communication skills in the target language (BICS) and specialized academic language (CALP) are sufficient to cope with different abilities in the CLIL classroom?

2. METHODOLOGY AND TYPES OF GROUPINGS

If CLIL teaching allows enough time to attend to different abilities, which methodologies, types of groupings, and activities do you employ? Would you say they are traditional or innovative / teacher-fronted or student-centered / deploy higher-rank or lower-order cognitive processes?

EXAMPLES: *Student/teacher-centered methodologies*

Cooperative learning principles

Multiple intelligences theory

Task-based language teaching

Project-based learning

Lockstep lecturing

Pair/group work

Personalized attention (individual or in smaller groups) / Push-ins / Pull-outs

Peer mentoring strategies

Newcomer classes

Activities which involve memorizing, understanding, and applying vs. those which entail analyzing, evaluating, and creating

3. MATERIALS AND RESOURCES

Which materials and resources, if any, do you use in order to cater for different abilities in the CLIL classroom?

EXAMPLES: *Authentic materials*

Adapted materials

Originally designed materials

Textbooks

Information and Communication Technology (ICT) (please, specify)

Materials with a combination of visual, textual, and/or numeric input

Instructional materials which promote the development of pluriliteracies

4. ASSESSMENT

How do you carry out assessment to take into account different levels of ability among your students? Is it formative or/and summative? Which instruments and criteria do you use? Do you find that your students' performance improves as a result of taking into account different abilities?

EXAMPLES: *Grading rubrics*

Detailed guidelines as extra support (formative evaluation)

Personalized and regular feedback (formative evaluation)

In-class activities adapted to level of ability (formative evaluation)

Different homework according to individual levels of ability (formative evaluation)

Key words highlighted and vocabulary adapted in the exam (summative evaluation)

Different versions of the same exam and more time to carry it out (summative evaluation)

Self-assessment

5. TEACHER COLLABORATION AND DEVELOPMENT

5) TEACHER COLLABORATION AND DEVELOPMENT

Do you coordinate/collaborate with your language/content/support colleagues to cater for different abilities in a bilingual program?

Is the support of multi-professional teams (special education needs support staff, psychologists, social workers) essential to teach a CLIL class with different abilities?

Are you satisfied with the parental support and engagement you offer?

In which aspects do you consider both you and the different types of teachers involved in the CLIL program require more training to address different abilities in the CLIL classroom? Are there differences in terms of teacher cohort?

EXAMPLES: *Linguistic scaffolding techniques*

Student-centered methodologies

Different classroom organizations

Have access to more materials

Design and adaptation of materials

Collaboration/coordination with your colleagues

Assessment of your students

Critical analysis of your own teaching practice

6. OVERALL APPRAISAL

Which are, in your opinion, the chief difficulties which you and your school have encountered in successfully addressing different abilities in your bilingual program?

And your best teaching practices to attend to different abilities in CLIL?

Are you satisfied with the support system which your school currently has in place to cater for different abilities in CLIL or do you consider that it needs to be revamped so that a multi-tiered support system is set in place?

What is your overall appraisal of catering for different abilities in the CLIL classroom?

7.2 Annex 2. Observation Protocol (Students and Teachers) designed and validated by Pérez Cañado, Rascón Moreno and Cueva López (2023).

ADiBE Project: Attention to Diversity in Bilingual Education

OBSERVATION PROTOCOL



TEACHER BACKGROUND INFORMATION

1. NAME OF SCHOOL: _____
2. GRADE: _____
3. SUBJECT: _____
4. TYPE OF TEACHER:
(More than one may apply)
- ☐ Foreign Language Teacher
- ☐ Content Teacher
- ☐ Language Assistant
5. IS S/HE A BILINGUAL COORDINATOR IN HER/HIS SCHOOL? ☐ Yes ☐ No ☐ Doesn't [apply](#)
6. AGE: _____
7. GENDER: ☐ Male ☐ Female
8. MOTHER TONGUE: _____
9. EMPLOYMENT SITUATION:
- ☐ Civil servant with a permanent post
- ☐ Civil servant with a provisional post
- ☐ ~~Temporary teacher~~
- ☐ ~~Other:~~ _____
10. OVERALL TEACHING EXPERIENCE:
- ☐ ~~Less than 1 year~~
- ☐ ~~1-10 years~~
- ☐ ~~11-20 years~~
- ☐ ~~21-30 years~~
- ☐ ~~Over 30 years~~
11. TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:
- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ ~~11-15 years~~
- ☐ ~~16-20 years~~
- ☐ ~~Over 20 years~~

1. LINGUISTIC ASPECTS (BICS & CALP)

STATEMENTS	Extensively	Considerably	Moderately	Not at all	Not observed
1. Learners in the CLIL lesson have different levels of ability in the foreign language.	Extensively	Considerably	Moderately	Not at all	□
2. Learners in the CLIL lesson have different levels of ability.	Extensively	Considerably	Moderately	Not at all	□
3. Scaffolding is used to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	□
4. Repetition in the L1 is used for parts of the CLIL lesson.	Extensively	Considerably	Moderately	Not at all	□
5. Communication skills in the target language (BICS) on the part of the teacher are evident.	Extensively	Considerably	Moderately	Not at all	□
6. Communication skills in academic language (CALP) on the part of the teacher are evident.	Extensively	Considerably	Moderately	Not at all	□

Other observations:

2. METHODOLOGY AND TYPES OF GROUPINGS

STATEMENTS	Extensively	Considerably	Moderately	Not at all	Not observed
7. Learners of different abilities are attended to in the CLIL lesson.	Extensively	Considerably	Moderately	Not at all	☐
8. A repertoire of methods to cater for different abilities is evident.	Extensively	Considerably	Moderately	Not at all	☐
9. The CLIL lesson involves student-centered methodologies.	Extensively	Considerably	Moderately	Not at all	☐
10. The CLIL lesson uses cooperative learning to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
11. The CLIL lesson involves multiple intelligence theory to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
12. The CLIL lesson involves project-based learning to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
13. The CLIL lesson involves task-based learning to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
14. The CLIL lesson is teacher-led to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
15. The CLIL lesson involves group work to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
16. The CLIL lesson involves pair work to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
17. The CLIL lesson uses different types of groupings to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
18. Personalized attention (individual or in smaller groups) is provided (e.g. through push-ins or pull-outs).	Extensively	Considerably	Moderately	Not at all	☐
19. Peer mentoring and assistance strategies are employed to cater for different abilities in the CLIL lesson.	Extensively	Considerably	Moderately	Not at all	☐
20. Classroom layouts are varied to meet the needs of different types of learners in CLIL.	Extensively	Considerably	Moderately	Not at all	☐

Other observations:

3. MATERIALS AND RESOURCES

STATEMENTS	Extensively	Considerably	Moderately	Not at all	Not observed
21. The materials in the CLIL lesson <u>take into account</u> different levels of ability among students.	Extensively	Considerably	Moderately	Not at all	☐
22. The materials in the CLIL lesson have been adapted to <u>take into account</u> different levels of ability among students.	Extensively	Considerably	Moderately	Not at all	☐
23. The materials in the CLIL lesson have been created to <u>take into account</u> different levels of ability among students.	Extensively	Considerably	Moderately	Not at all	☐
24. Information and Communication Technology (ICT) is used to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐
25. A combination of visual, textual, and/or numeric input is used to cater for different abilities.	Extensively	Considerably	Moderately	Not at all	☐

Other observations:

4. TEACHER COLLABORATION AND DEVELOPMENT

STATEMENTS	Extensively	Considerably	Moderately	Not at all	Not observed
26. Coordination/collaboration between different types of teachers is evident in the CLIL lesson.	Extensively	Considerably	Moderately	Not at all	□
27. <u>Multi-professional</u> teams (special education support staff/psychologists/social workers) are evident in the CLIL lesson.	Extensively	Considerably	Moderately	Not at all	□
28. Parental support and engagement in CLIL are evident.	Extensively	Considerably	Moderately	Not at all	□

[illegible]

7.3 Annex 3. Descriptive Statistics of the Observation Protocol designed and validated by Pérez Cañado, Rascón Moreno and Cueva López (2023).

Item	N	Mean	Median	Mode	Standard deviation	Minimum	Maximum	Percentil 25	Percentil 25
Item 1	10	3,90	4,00	4	0,316	3	4	4,00	4,00
Item 2	10	3,80	4,00	4	0,422	3	4	3,75	4,00
Item 3	10	3,40	3,00	3	0,516	3	4	3,00	4,00

Item 4	10	2,60	2,00	2	0,843	2	4	2,00	3,25
Item 5	10	3,10	3,00	3	0,994	1	4	2,75	4,00
Item 6	10	3,50	3,50	3	0,527	3	4	3,00	4,00
Item 7	10	2,90	3,00	3	0,568	2	4	2,75	3,00
Item 8	10	2,70	3,00	3	0,675	2	4	2,00	3,00
Item 9	10	3,00	3,00	3	0,816	2	4	2,00	4,00
Item 10	10	1,80	1,00	1	1,229	1	4	1,00	2,50
Item 11	10	2,40	2,50	3	0,966	1	4	1,75	3,00
Item 12	10	1,10	1,00	1	0,316	1	2	1,00	1,00
Item 13	10	1,20	1,00	1	0,632	1	3	1,00	1,00
Item 14	10	3,00	3,00	3	0,471	2	4	3,00	3,00
Item 15	10	2,80	3,00	3	0,919	1	4	2,00	3,25
Item 16	10	3,20	3,00	3	0,789	2	4	2,75	4,00
Item 17	10	2,90	3,00	3	0,738	2	4	2,00	3,25
Item 18	10	2,80	3,00	3	0,919	1	4	2,00	3,25
Item 19	10	1,80	1,50	1	0,919	1	3	1,00	3,00
Item 20	10	1,40	1,00	1	0,843	1	3	1,00	1,50
Item 21	10	1,20	1,00	1	0,632	1	3	1,00	1,00
Item 22	10	1,00	1,00	1	0,000	1	1	1,00	1,00
Item 23	10	1,00	1,00	1	0,000	1	1	1,00	1,00
Item 24	10	3,20	3,00	3	0,632	2	4	3,00	4,00
Item 25	10	3,70	4,00	4	0,483	3	4	3,00	4,00
Item 26	10	2,30	3,00	3	1,160	1	4	1,00	3,00
Item 27	10	1,60	1,00	1	0,843	1	3	1,00	2,25
Item 28	10	1,20	1,00	1	0,632	1	3	1,00	1,00

Table 2. Results of the Descriptive Analysis of the Observation Protocol

7.4 Annex 4. Within-Cohort Comparison (Primary-Secondary Educational Stage) of the Observation Protocol designed and validated by Pérez Cañado, Rascón Moreno and Cueva López (2023).

Item	School	N	Mean	Standard Deviation	<i>p</i> value	<i>r</i>
Item 1	Primary	6	3,83	0,408	0,762	0,258
	Secondary	4	4,00	0,000		
Item 2	Primary	6	3,83	0,408	0,914	-0,097
	Secondary	4	3,75	0,500		
Item 3	Primary	6	3,50	0,548	0,610	-0,237

	Secondary	4	3,25	0,500		
Item 4	Primary	6	2,83	0,983	0,476	-0,306
	Secondary	4	2,25	0,500		
Item 5	Primary	6	3,17	1,169	0,610	-0,180
	Secondary	4	3,00	0,816		
Item 6	Primary	6	3,50	0,548	1,000	0,000
	Secondary	4	3,50	0,577		
Item 7	Primary	6	3,00	0,632	0,610	-0,208
	Secondary	4	2,75	0,500		
Item 8	Primary	6	2,83	0,753	0,610	-0,224
	Secondary	4	2,50	0,577		
Item 9	Primary	6	3,17	0,983	0,476	-0,250
	Secondary	4	2,75	0,500		
Item 10	Primary	6	2,17	1,472	0,476	-0,306
	Secondary	4	1,25	0,500		
Item 11	Primary	6	2,67	1,033	0,352	-0,354
	Secondary	4	2,00	0,816		
Item 12	Primary	6	1,00	0,000	0,610	0,387
	Secondary	4	1,25	0,500		
Item 13	Primary	6	1,00	0,000	0,610	0,387
	Secondary	4	1,50	1,000		
Item 14	Primary	6	3,00	0,632	1,000	0,000
	Secondary	4	3,00	0,000		
Item 15	Primary	6	3,00	0,894	0,610	-0,217
	Secondary	4	2,50	1,000		
Item 16	Primary	6	3,17	0,753	1,000	0,072
	Secondary	4	3,25	0,957		
Item 17	Primary	6	2,83	0,753	0,762	0,110
	Secondary	4	3,00	0,816		
Item 18	Primary	6	3,00	0,632	0,610	-0,217
	Secondary	4	2,50	1,291		
Item 19	Primary	6	2,00	0,894	0,476	-0,293
	Secondary	4	1,50	1,000		
Item 20	Primary	6	1,67	1,033	0,476	-0,387
	Secondary	4	1,00	0,000		
Item 21	Primary	6	1,33	0,816	0,762	-0,258
	Secondary	4	1,00	0,000		
Item 22	Primary	6	1,00	,000 ^a	1,000	0,000
	Secondary	4	1,00	,000 ^a		
Item 23	Primary	6	1,00	,000 ^a	1,000	0,000
	Secondary	4	1,00	,000 ^a		
Item 24	Primary	6	3,33	0,516	0,610	-0,231
	Secondary	4	3,00	0,816		
Item 25	Primary	6	3,67	0,516	1,000	0,084
	Secondary	4	3,75	0,500		
Item 26	Primary	6	3,17	0,408	0,010	-0,894

	Secondary	4	1,00	0,000		
Item 27	Primary	6	2,00	0,894	0,114	-0,612
	Secondary	4	1,00	0,000		
Item 28	Primary	6	1,33	0,816	0,762	-0,258
	Secondary	4	1,00	0,000		

Table 3. Results of the Within-Cohort Comparison of the Observation Protocol (Educational Stage)

7.5 Annex 5. Within-Cohort Comparison (Urban-Rural Contexts) of the Observation Protocol designed and validated by Pérez Cañado, Rascón Moreno and Cueva López (2023).

Item	Rural/Urban	N	Mean	Standard Deviation	p value	r
Item 1	Rural	5	3,8	0,447	0,447	0,316
	Urban	5	4	0,000	0	
Item 2	Rural	5	3,8	0,447	0,447	0
	Urban	5	3,8	0,447	0,447	
Item 3	Rural	5	3,4	0,548	0,548	0
	Urban	5	3,4	0,548	0,548	
Item 4	Rural	5	2,4	0,894	0,894	0,3
	Urban	5	2,8	0,837	0,837	
Item 5	Rural	5	3,6	0,548	0,548	-0,493
	Urban	5	2,6	1,140	1,14	
Item 6	Rural	5	3,6	0,548	0,548	-0,19
	Urban	5	3,4	0,548	0,548	
Item 7	Rural	5	3	0,000	0	-0,204
	Urban	5	2,8	0,837	0,837	
Item 8	Rural	5	3	0,707	0,707	0,316
	Urban	5	2,4	0,548	0,548	
Item 9	Rural	5	3	0,707	0,707	-0,438
	Urban	5	3	1,000	1	
Item 10	Rural	5	1,4	0,548	0,548	0
	Urban	5	2,2	1,643	1,643	
Item 11	Rural	5	2,2	1,095	1,095	0,15
	Urban	5	2,6	0,894	0,894	
Item 12	Rural	5	1	0,000	0	0,139
	Urban	5	1,2	0,447	0,447	
Item 13	Rural	5	1	0,000	0	0,316
	Urban	5	1,4	0,894	0,894	
Item 14	Rural	5	3	0,000	0	0,316
	Urban	5	3	0,707	0,707	
Item 15	Rural	5	2,6	0,548	0,548	0
	Urban	5	3	1,225	1,225	
Item 16	Rural	5	3,2	0,837	0,837	0,348
	Urban	5	3,2	0,837	0,837	

Item 17	Rural	5	3	1,000	1	0
	Urban	5	2,8	0,447	0,447	
Item 18	Rural	5	3	1,225	1,225	-0,108
	Urban	5	2,6	0,548	0,548	
Item 19	Rural	5	1,6	0,894	0,894	0,319
	Urban	5	2	1,000	1	
Item 20	Rural	5	1	0,000	0	0,316
	Urban	5	1,8	1,095	1,095	
Item 21	Rural	5	1,4	0,894	0,894	-0,474
	Urban	5	1	0,000	0	
Item 22	Rural	5	1	0,000	,000 ^a	0
	Urban	5	1	0,000	,000 ^a	
Item 23	Rural	5	1	0,000	,000 ^a	0
	Urban	5	1	0,000	,000 ^a	
Item 24	Rural	5	3,6	0,548	0,548	-0,643
	Urban	5	2,8	0,447	0,447	
Item 25	Rural	5	3,8	0,447	0,447	-0,206
	Urban	5	3,6	0,548	0,548	
Item 26	Rural	5	2,2	1,095	1,095	0,109
	Urban	5	2,4	1,342	1,342	
Item 27	Rural	5	1,6	0,894	0,894	0
	Urban	5	1,6	0,894	0,894	
Item 28	Rural	5	1	0,000	0	0,316
	Urban	5	1,4	0,894	0,894	

Table 4. Results of the Within-Cohort Comparison of the Observation Protocol (Social Milieu)