Attention to Diversity in a Spanish CLIL Classroom: Teachers' Perceptions

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Abstract—Content and Language Integrated Learning (CLIL) is taking on bilingual education in the 21st century. In this particular context, Spain, this approach has firmly taken hold. Due to mainstreaming, or the move to entirely bilingual schools, diversity has been put at the forefront of research. Charged with bolstering language learning competences in Spain, a country with notoriously poor foreign language competence and an unbalanced tradition with bilingual education, CLIL has now risen to meet the challenge to cater to the wide spectrum of students and foment access to high quality, functional language education. Thus, analyzing the perceptions of those implementing these classes, the teachers, is critical to gauge how the CLIL methodology is working with all types of students. Through the use of *ADiBE* protocol and instruments, this study explores six teachers' perceptions at the secondary education level in Andalusia through the use of questionnaires, one-on-one interviews, and classroom observations. The results show how diversity is being attended to by teachers in this particular context, while simultaneously casting light on the obstacles and limitations that are still in need of addressing.

Index Terms—diversity, inclusion, CLIL, differentiation, teacher training

I. INTRODUCTION

Diversity in itself is a complicated term and notion. In a basic sense, diversity is an inherent quality that all humans possess, argue Madrid and Pérez Cañado (2018), who indicate that diversity and inclusion are not meant to singularly denote special needs, but rather, they are terms that delineate the wide variety of factors that contribute to the discrepancy found in students of a same age who behave, perform and succeed in distinct ways, according, but not limited, to: *prior ideas, experiences, knowledge, attitudes, learning styles, intelligence styles, learning methods, achievement levels, learning paces, intellectual capacity, diverging interests, motivations, expectations, SES, and cultural backgrounds*.

For its part, in Spain, CLIL (known in Spanish as *AICLE*: *Aprendizaje Integrado de Contenidos y Lengua Extranjera*) has been functioning here for over two decades, however, this country has been plagued with low foreign language (FL) competence results and routinely falls short on many European comparatives when it comes to FL objectives for students. The importance of languages, and English, in the world today cannot be overlooked, and knowing this, there is no question as to why CLIL has dug deep into Spanish decrees and orders, infiltrating schools and centers across the nation. Albeit this pedagogy has been, as recently labelled by Pérez-Cañado (2021a), *controversial*, due to its streaming procedures and selection of students in the past, for which it gained notoriety for its exclusive, segregating or even elitist (Bruton, 2011) nature, it has come a long way, and is entrusted today with having the power to give all students in this country equitable access to quality language education.

In the past, CLIL in Spain featured mostly voluntary programs, exclusively offered to the more *gifted* students, and streaming did occur. Coupled with its rocky beginnings, misinformation and the spreading of certain examples of malpractices have led to the questioning of this pedagogy, which persists to this day, even leading to downright opposition. Given this, research initiatives have been created, such as the one to which this study is tied, *ADiBE (Attention to Diversity in Bilingual Education) – CLIL for All* (Pérez-Cañado et al., 2019), to ensure that a balanced scrutiny of this methodology is undertaken with a view to continue and improve its use in, not only Spanish, but European classrooms, by painting a realistic picture of CLIL via perceptions of the stakeholders, with an aim to seek out best teacher practices as well as to highlight the areas where improvement must be made.

II. BACKGROUND

A. CLIL in Spain

(a). Education

Spain, as a country, is quite unique both in its history with bilingual education (BE) and the very makeup of the country. It features seventeen distinct communities, plus two autonomous cities of Ceuta and Melilla. Regarding language learning (LL), this country has been implementing CLIL as a way to counter its consistently low ranking on the Eurobarometer (Lancaster, 2016). The decentralized nature of the government is what makes CLIL implementation within the country so heterogeneous, thus, analyzing this country pedagogically poses to be a feat (INEE, 2016).

Educationally, the territories are managed nationally in line with the *Ministry of Education, Culture and Sport* as well as regionally: the autonomous communities have their own governments and Education Authorities, which are responsible for the management of education in each particular community. For their part, Lasagabaster and Ruíz (2010) highlight that differences in CLIL programs in the bilingual and monolingual regions outnumber the similarities, varying according to several factors, including: the number of hours taught in the FL, amount of content taught, language level requirements for teachers and/or students, and overall experience with BE.

Highlighting one community in particular, the location of this study, Andalusia, there is one defining characteristic which makes it unique in terms of BE: the complete lack of opportunities for students to come into contact with the FL outside of the classroom, which is, in the vast majority of cases, English (Madrid & Hughes, 2011; Lancaster, 2016). Andalusia, says Lancaster (2016), is known for its lack of tradition in FLT, given the fact that almost all communication and contact outside of school is in Spanish; yet, despite this "unfavorable situation", this particular community has decidedly used CLIL to its advantage, by turning "an ambitious language policy into reality", making waves through the traditionally monolingual society (p. 149).

Madrid and Pérez-Cañado (2018) highlight another major step that Spain and Andalusia, are taking to foment CLIL implementation on a nation-wide scale: the reduction of optional CLIL sections and subsequent increase in CLIL-wide bilingual centers. As a result, the number of students present in CLIL classrooms in this country is augmenting drastically each year, with more students than ever receiving content through a FL. However, with this move comes uncertainty, given that CLIL classrooms are increasingly heterogeneous in their student makeup. It is understandable, thus, why it is imperative to research whether CLIL lessons are able to functionally teach language and content to the diverse learner population.

(b). Catering to Diversity: Prior Studies

The previously mentioned uniqueness and juxtaposition between regions in this country has fomented an exploitation in this peculiar LL environment when it comes to research, explaining how and why it has become one of the primary frontrunners in CLIL investigation (Coyle, 2010). Several authors (e.g.: Coyle, 2010; Ruíz & Lasagabaster, 2010; Cinganotto, 2016) have pointed out the fact that other countries look to Spain as a model for BE due to its diverse settings. Government-funded research in the country is also prevalent, as demonstrated by two research projects funded by both the Spanish Ministry of Economy and Competiveness (FFI2012-32221) and the Andalusian Government (P12-HUM-2348). As noted by Lasagabaster and Ruíz (2010) and Nikula et al. (2013), Spain has spent a particularly great deal of time and money on CLIL research and development within the European context.

For their part, Fernández-Sanjurjo et al. (2017) note how Spanish schools have flourished with the incorporation of CLIL schemes, crediting this to the large amount of research that has been undertaken (e.g.: Halbach, 2008; Casal & Moore, 2009; Lasagabaster & Ruíz, 2010; Madrid & Hughes, 2011; Cenoz, 2015). The same authors (2017) suggest that, at present, there stands a "social need" to better FLL in Spain, after consistently being branded as one of Spain's major flaws when it comes to the education of its citizens (p. 2, referencing Eurydice, 2012).

As CLIL has grown in popularity, research has bourgeoned steadily; unfortunately, much of the studies conducted before 2015, give or take a few years, was not done in sound conditions, leading Coyle (2007b) to warn that "quality might be overtaken by quantity" when it comes to CLIL research (p. 53). Albeit abundant, much of the literature is concentrated on language and content outcomes and very few studies have delved profoundly into the theme of diversity. Mainly, the research on this topic has been three-fold: first, there have been theoretical accounts (Scanlan, 2011; Grieve & Haining, 2011; Cioè-Pena, 2017; Madrid & Pérez-Cañado, 2018); secondly, there have been reviews of existing research (Somers, 2017; Martin-Pastor & Duran-Martinez, 2019); and finally, several qualitative studies have been carried out (Mehisto & Asser, 2007; Pena-Diaz & Porto-Requejo, 2008; Fernández & Halbach, 2011; Roiha, 2014; Pérez-Cañado, 2016). However, as of late, research and initiatives have been blossoming on this topic, including the previously mentioned Erasmus+ *ADiBE* project (Pérez-Cañado et al., 2019), created to focus specifically on differentiation methodologies and inclusive practices at a grassroots level, with an aim to shed light on how diversity is being catered to around Europe. These studies, relay Pérez-Cañado (2021b), are of the utmost importance for the future of CLIL due to the fact there is "extremely meager – verging on non-existent – amount of research" on this topic (p. 6). Thus, at the moment, there is insufficient concrete *evidence* that the measures put forth by CLIL guidelines are actually taking place in classrooms on the continent, justifying the use of *ADiBE* protocol to ascertain how diversity is being dealt with by probing those directly involved in the CLIL schemes.

This study is, thus, highly relevant, owing to the paucity of research on this topic: all previous conclusions relating to diversity have been theoretical or have come as after-thoughts (Pérez-Cañado, 2021a). Likewise, there have been no international comparative studies done, to date, on catering to diversity in CLIL (idem, 2021a).

Very recently, several studies have dealt with the appraisal of CLIL at a grassroots level, per the *ADiBE* protocol, assessing catering to diversity as perceived by stakeholders, e.g.: Bauer-Marschallinger et al. (2021), Casas-Pedrosa and Rascón-Moreno (2021), Pérez-Cañado (2021b), and Siepmann et al. (2021), all involving studies at a European level, seeking to validate how this approach is catering to diverse students' needs and what differentiation tactics are being used.

III. RESEARCH STUDY

The fundamental force propelling this study is inclusive education, and the deniable need for research into diversity tactics due to the mainstreaming of CLIL in the Spanish context, which affects millions of students. The central objective of the study is based on stakeholders' perceptions with a view to better understand the workings of CLIL at a grassroots level as a way to identify best teacher practices as well as isolate the main obstacles this approach is facing through the use of questionnaires, interviews and classroom observations. This article will delineate the findings specifically concerning the perceptions from one of the stakeholders: the teachers, focusing on the curricular and organizational aspects being deployed in order to cater to diversity within one particular school in Andalusia. The study looks to answer how teachers perceive the current measures being taken as a way to cater to the diverse student population.

This article will delineate three of the five main areas of interest: linguistic aspects, methodologies, and teacher training and collaboration.

IV. METHOD

A. Research Design

The study at hand offers a mixed research design and is quantitative and qualitative in nature and uses primary (Nunan, 1991) and survey research (Brown, 2001). The research design, protocol, and instruments belong to the *ADiBE Project* (Pérez-Cañado et al., 2019), and the study uses a multi-perspective and triangulated approach. The study, in its entirety, focuses on stakeholders' perceptions to determine how three different types of achievers (under-, normal- and over-) are being catered to, per subsequent academic results and satisfaction ratings in a CLIL programme in fourth of compulsory secondary education (CSE) in Andalusia. It intends to provide empirically-sound data with an aim to help evaluate any changes or improvements that must be undertaken in these schemes in order to continue to move an inclusive CLIL docket forward, by critically analyzing grassroots practices to ensure a methodologically-sound CLIL implementation is taking place, suitable and functional for a diverse range of students.

A mixed-methods approach was used and included a range of data-gathering procedures: questionnaires, interviews and classroom observation of two sample CLIL lessons. The aim was to allow teachers to report their perceived notions of diversity in their classrooms and practices via self-reported questionnaires and one-on-one interviews and further supplement this data and perceptions with grassroots practices as observed in the CLIL lessons. The data was amassed from one, private secondary school in Andalusia, in an urban context featuring students with relatively high-SES.

For their part, the questionnaires that had previously been designed, created and validated (c.f. Pérez-Cañado et al., 2021) were given to the teachers in Spanish. They feature background and demographic questions followed by opinion statements blocked into five sections which sought to gauge respondents' opinions on CLIL workings related to diversity. The instrument features mainly closed-answered responses based on a six-point Likert scale (one indicating a strong sense of disagreement and six indicating a strong sense of agreement).

Accompanying the aforementioned instruments are semi-structured interviews, another qualitative tool which were carried out face-to-face on an individual basis, following the administration of the questionnaires. The questions used followed the same format and order as the thematic blocks featured in the questionnaires with an aim to gain more, specific details pertaining to the organizational aspects of this particular CLIL program.

Finally, two classroom observations were completed in the CLIL subjects of biology and business, taught by two of the teachers present in the study. The qualitative data was analyzed following thematic analysis principles (Braun & Clarke, 2006) per other *ADiBE* sub-projects such as this one and research conclusions were drawn with all the data amassed from the instruments, interviews and classroom observations so as to assess the overall situation of CLIL and attention to diversity in the bilingual programs in Andalusia. Due to data protection and privacy regulations, the teacher interviews were recorded but the classroom observations were not.

B. Sample

The sample included a total of seventy-seven participants, of which six were teachers. The teachers were a mix of Spanish nationals and native-English speakers (50% each, respectively). As for target language competence level, one Spanish national reported a C1 level of English, another B2, and the rest, a C2 proficiency level (the native-English speaking teachers and one Spanish national). There was an equal mix of male and female teachers and regarding age, the majority of the teachers (66%) were between 31 to 40 years old, whilst an equal percentage were between the ages of 41 to 50 or 51 to 60 years old (17%, respectively). The teachers taught a variety of CLIL subjects: history, art, music, computer science, business and biology. The subjects were taught across a range of grades in secondary (CSE), including grades first and second (history, art, music); third (art, biology); and fourth (history, computer science, business). Concerning the teaching' experience, equal numbers of teachers had from one to five years of teaching experience or five to ten years teaching experience, all of which were in a bilingual school. Regarding education, none of the teachers held university degrees in English, rather they were all content specialists.

TABLE 1
TEACHER CHARACTERISTICS

Teacher	Age (years)	Subject Area / coordinator	Foreign/Spanish	Years' teaching experience (in a bilingual school)	Permanent contract
A	50-55	Social Science / Non-coordinator	Native English speaker	7	Yes
B	35-40	Science / Non-coordinator	Spanish (C1 English certificate)	9	Yes
C	35-40	Humanities / Coordinator	Spanish (B2 English certificate)	10	Yes
D	30-35	Humanities / Non-coordinator	Spanish (C2 English certificate)	2	Yes
E	40-45	Technology / Non-coordinator	Native English speaker	1	No
F	30-35	Technology / Non-coordinator	Native English speaker	2	Yes

V. RESULTS

A. Linguistic Aspects

Per responses from the questionnaires, the majority of the cohort agrees it is challenging for them to teach CLIL classes with diverse learners, both academically and linguistically (items 1 and 2) and all affirm they are using scaffolding in terms of language and content (items 3 and 4). Regarding L1 use (item 5), only one teacher reports covering part or the whole lesson in Spanish as a way to cater to diversity. All of the teachers report sufficient levels of BICS in the target language (item 6) and only one teacher reports having insufficient knowledge of academic language (item 7).

TABLE 2
QUESTIONNAIRE RESPONSES LINGUISTIC ASPECTS
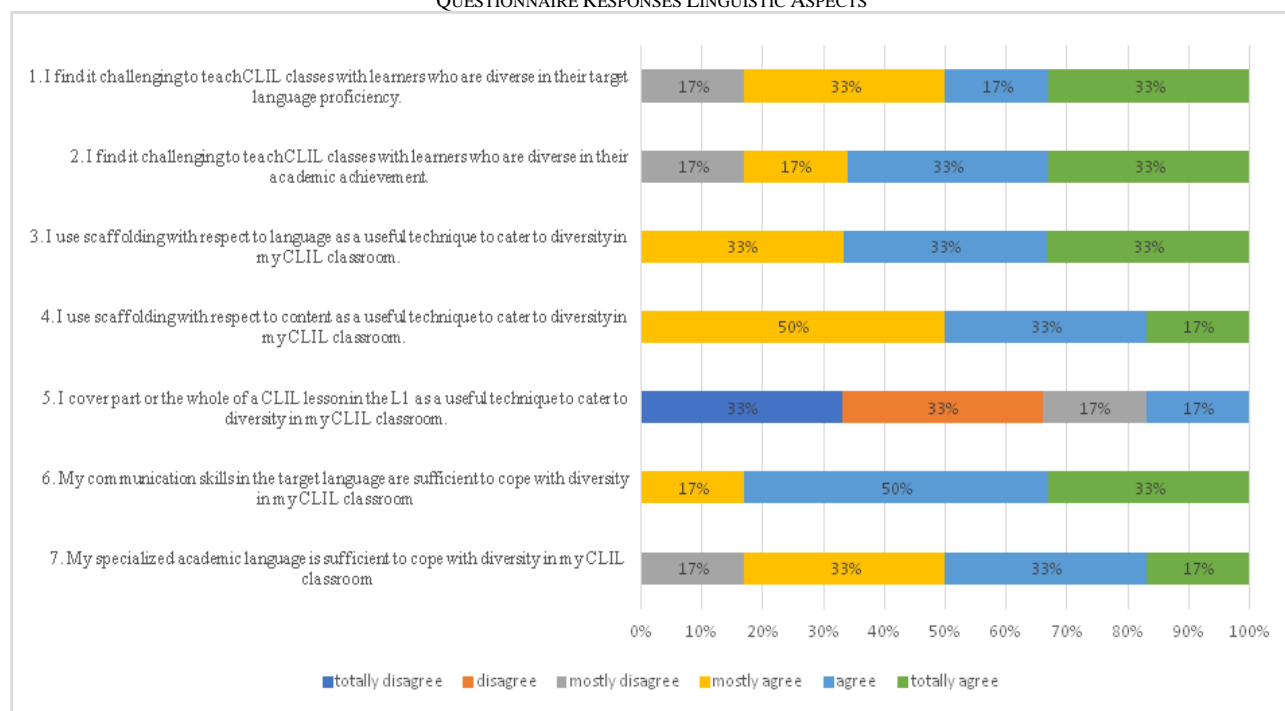
In the interviews, the L2 was identified as being very challenging by two of the native-English teachers (E and F), specifically concerning newcomers, as well as students who hold neither English nor Spanish as the L1, of which there is a significant population at the school. These two teachers acknowledged that they themselves have little knowledge of the Spanish language. Both of these teachers, therefore, noted an inability to use Spanish in class, instead relying on peer-support or online translations for students who need help understanding the concepts in the L1. To help students linguistically, all of the teachers agreed to relying on peer support.

The entirety of the cohort emphasizes that attending to diversity is hard across the board, although they found this affects their teaching mostly when the students differ in their linguistic capacities: "I find it very challenging [to teach classes with diverse learners] because you can tell clearly the children that are getting everything and others that are not

getting anything. In general, they pay much less attention when you speak in English than when you speak in their native language," (Teacher D).

Of the six teachers, only one (A) acknowledged repeating large parts or entire lessons in Spanish as a scaffolding mechanism. For their part, the other five teachers say they do not repeat large chunks of their lessons in Spanish and never repeat entire lessons in the L1, although the three Spanish nationals did report more use of Spanish in their classes compared to the native-English teachers, save for teacher A. For their part, teacher B mentioned using the L1 as a way to go over the most important concepts as well as periodically using it during the lesson to help with understanding. This teacher made explicit mention of code-switching, especially considering the high percentage of foreign students: "I think it's important for them to control the concepts in both languages, at the end [of a lesson] I translate a few of the major ideas on the board, since some words are so technical, some of the words are very different in Spanish and English, and of course, Chinese." Most of the teachers agreed that they are "not used to speaking Spanish in the class" (Teacher E). For their part, teacher D mentioned their use of Spanish was not systematic, but more spontaneous: "When I see a kid is lost, the blank eyes, I have to go in and speak and Spanish." One of the Spanish teachers (B) noted lesson preparation was important for them, in the subject of science: "Actually, I usually prepare and organize all the contents beforehand and vocabulary, since it's important to control since every day there are new discoveries [and even though] many words [in the subject area] are similar in Spanish and English but it's important to be prepared."

However, perhaps the most palpable conclusion that can be drawn is the sentiment held that school directives, and parents, place heightened emphasis on English language acquisition, as teacher C reasons: "[these CLIL] classes are not so essential, it's just a way of giving (the students) more classes in English, like giving them more hours of English, I think we could strategize them a bit better."

Another perception held is the notion that the CLIL classes functionality and easiness for students impinges on the subject matter. Teacher C mentions visual CLIL classes such as art: "I think any class is difficult [when kids' FL competences vary] … but [the subject] helps them also figure things out … so even if they don't speak English, or Spanish even, they seem to be able to pick up pretty quickly what we are doing in class." For their part, teacher F argues that some CLIL subjects are easier to understand than others, especially those that are more visual and have been done in Spanish by the kids before. They said they personally use the content [computer science] as a way to attend to the different levels of academic achievement, going so far to argue that: "you could do the class entirely without language and [the students] could understand it."

Finally, direct observation gave insight into the linguistic strategies the teachers are using. The biology teacher (B), made use of more systematic translanguaging, and it was clear that they had prepared beforehand. The business teacher (F), used no translanguaging and the class was given entirely in English. As for linguistically challenged students, in the biology lesson, one of the students was given time at the end of class to copy down and translate English vocabulary into their notebook into Chinese.

B. Methodology and Groupings

Insight gleaned from the second block shows that the teachers are divided when it comes to the easiness of planning a lesson that caters to diversity (item 10). The entirety of the cohort believes planning CLIL classes is time-consuming (item 11), and half of the teachers report that CLIL classes are not long enough to attend to diversity (item 12). This particular point was flushed out during the interviews, the teachers were adamant that the forty-five minute sessions (at the end of the day) are not long enough to successfully teach a CLIL class properly, insisting that an hour is necessary. The majority of the cohort believes they have an adequate repertoire of strategies to use with diverse students (item 13), and self-report the use of student-centered methodologies (item 14). All six teachers say they are using cooperative (item 15) and task- and project-based learning (item 17). However, only one teacher responded positively to using multiple intelligences (item 16). The majority of the cohort does not agree their classrooms are teacher-led (item 18), save one who affirms its use as an attention to diversity measure.

There is a degree of uncertainty about taking student diversity into account when organizing mixed-ability or group- and pair-work (items 19, 20 and 21). The entirety of the cohort reports giving personalized attention to learners who need more support (item 22) as well as the use of peer-mentoring and assistance strategies (item 23). Half of the cohort report utilizing varied work spaces to cater to diversity (item 24) but all deny the presence of newcomer classes at the school (item 25) and, in that same vein, all disagree that new students are given a special curriculum to follow.

TABLE 3
QUESTIONNAIRE RESPONSES METHODOLOGY AND GROUPINGS
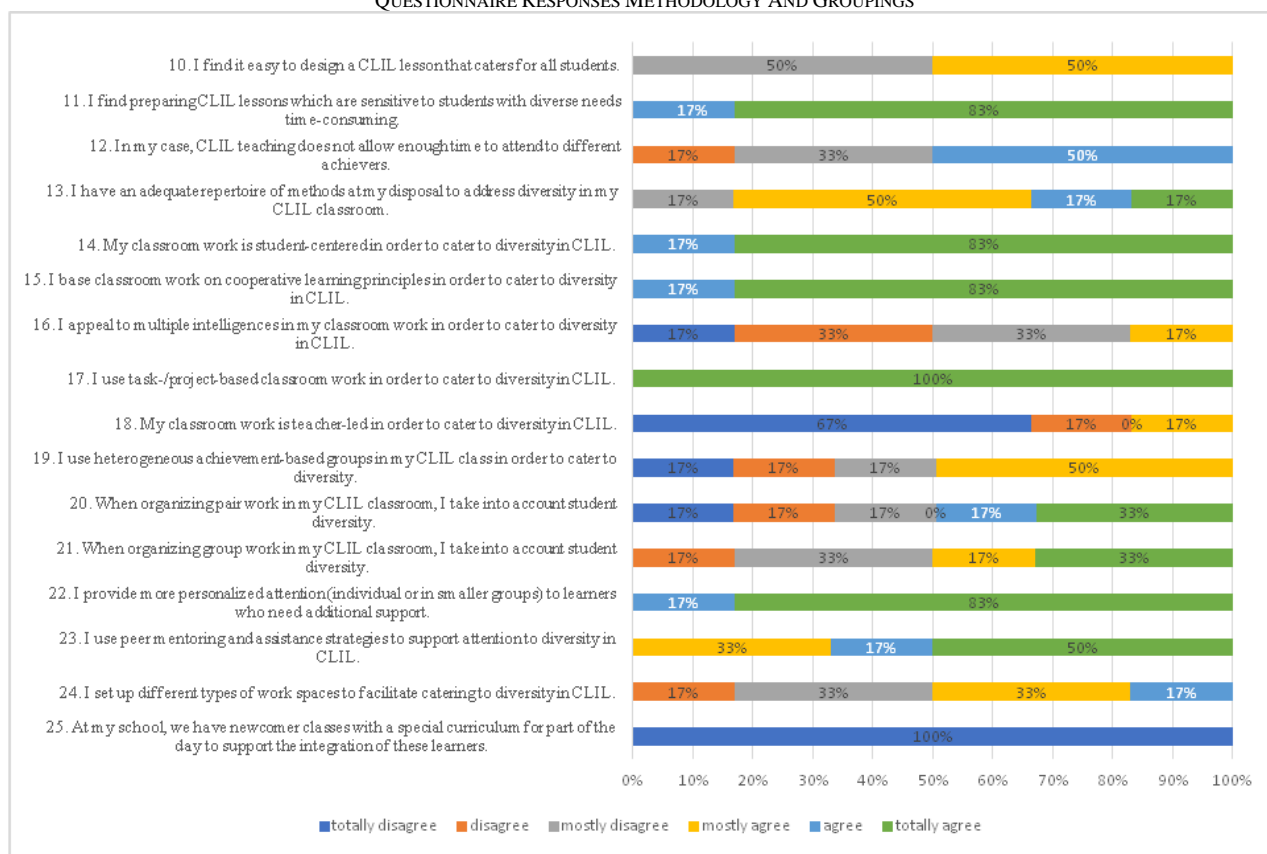
For their part, the interviews served to give further detailing into the workings of each teacher and their CLIL methodology. The use of peer-support, mainly in the form of pairing mixed-ability (linguistically) students, notably students in the class with high levels of L2 competence, acting as translators for students who are struggling with the English language is the most common. In addition, personalized and individualized attention and scaffolding are the most popular techniques that the teachers report they are employing as a way to cater to diversity. One teacher (D) mentions the use of "common sense" to see if a student is struggling or not. The direct observations confirmed this and personalized attention was used throughout both lessons, the teachers were moving around the class helping out specific students. Teacher (B) notes that personalized attention for homework is very important for them, and while some of the students are able to be more autonomous in their learning and activity completion, other students need more vigorous control and teacher assistance. However, during the observation, neither homework nor activities were seen to be differentiated. As for the newcomer classes, all of the teachers voiced their concern for the lack of this in the interviews, arguing that newcomer classes would be of great benefit, especially considering the student population is made up of mostly students who have been in the school since primary, and newcomers at the secondary level have a hard time catching up linguistically, and it is equally hard for the teachers to aid them sufficiently.

The majority of the teachers reported their classrooms to be student-led, which the direct observations confirmed. The biology class relied heavily on scaffolding via the use of teacher-led demonstrations, teacher B saying: "the students have to learn by watching" as well as the use of project-based learning, emphasized by the teachers to be fundamental for the classes, in line with implementation of the International Baccalaureate *Middle Years Program* (MYP) which focuses heavily on projects. Teacher F notes that their classes: "are very motivating and dynamic and practical. Most all the students in my class want to show me what they have learned." Teacher B notes their methodology is about putting theory into practice: "it is for sure a student-based, because it is based on the creativity but I try to guide them so I'm giving a lot of examples, I don't like to take the tools, I like to let them try and experiment."

Touching upon lack of time, it seems to be a real problem at this school when it comes to attending to diversity. Teacher D says: "I vary rarely use any methodology or plan methodology to help, cater to diversity, because one of the main reasons is we have too many students and too many hours to have the energy nor the time to cope with these things, obviously I try to make sure everyone understands what I am saying, in a very traditional way which is going around in the class and seeing if they understand the activities and are doing the activities, but in a very general way, I don't use any strategies." Similarly, teacher A reasons: "the amount of hours and number of students are too much… the teachers do not have the energy left for them." It should be noted that teachers in private schools teach more hours than in the charter and public schools. Class sizes are also quite populous at this school in first, second and third of CSE,

most having close to 30 students per class. However, fourth of CSE was still relatively small, with a median of 20 students per class at this grade level.

As for participation and confidence, teacher B notes that some students might be hesitant to participate in class due to shyness or fear so they never pressure students to participate unless the student feels ready to do so on his or her own accord. Other teachers expressed this sentiment, and only one teacher (A) says they penalize students for lack of participation.

When it comes to differentiation, teacher (B) mentions the use of "extra activities" for the more advanced students, or overachievers, emphasizing the importance of recognizing that these students also require and deserve a chance "to continue learning and not be bored." This same teacher expressed the desire for a supplemental teacher in the classroom, specifically related to CLIL in science-specific subjects: "either to help with those who need more help or to continue with extension activities with those students who can and should continue learning." However, on the whole, it seemed that no teacher was really taking on differentiation methodology, teacher E says: "I'm going to be honest, with the weaker students, I haven't developed anything to give them any support, I give them all the same activities, I haven't had time to plan anything for all of these kids."

Group-work, as mentioned before, mainly in the form of project-based learning, was regarded by all the teachers to be absolutely essential for their CLIL classes. On forming groups and seating arrangements, teacher D says they let the students choose their groups but ensures the weak students are mixed with students with higher levels of English. All six teachers report allowing students to choose their seats in the class. Teacher C notes: "the students sit where they want. I don't really talk to them for that long, I usually project my screen or show them a video and then let them work in pairs or individually, they seem to help each other more than I can." For their part, teacher B uses mixed-ability groups to cater to diversity: "We usually work in small groups, and if I find that activity is going to be hard for anyone I try to do a balance of the groups out [sic]."

Teacher F touched upon the importance of creating a comfortable, relaxed environment in the classroom, especially when it comes to newcomer students: "Just breaking the ice, [the weaker students] are uncomfortable, [they're] afraid to talk, [they're] afraid to do anything, especially if you're in a new place, that can take half a year, I engage with them in discussions, but it's not the questions that will put them on the spot, no hard questions, just getting them comfortable and getting them to participate, I don't really have a system or a method but I just make sure that they are incorporated because if not, it's easy for them to disappear into the back."

The observations confirmed the teachers' self-reports, and student-centered methodology was taking place although some teacher-led learning was happening. As for work spaces, both the classes featured a standard classroom with a projector, with single standing desks that were joined together in pairs. For group work, in both classes the children were not grouped in any specific way, and the teachers left them to work with whom they desired. The majority, if not all, of the groups were single-sex as well as single-nationality. Technology played an integral role in both of the classes, all of the students had personal devices, and the teachers did not use a textbook.

C. Teacher Development and Collaboration

Teacher collaboration, support and training are problematic areas, as highlighted by the questionnaire responses. None of the teachers report coordinating or collaborating with their colleagues (item 45) and, despite denying the presence of such at the school, the majority of teachers believe the support of a multi-professional team is necessary to cater to diversity (item 46). On a positive note, the cohort believes the language assistants have sufficient knowledge to cater to diversity in the classroom (item 47) and affirm that the guidance counselor at the school is trained in the needs of diverse students (item 48). The entirety of the cohort encourages parental support and engagement (item 49), however only half of the cohort is satisfied with the support system at the school (item 50). The majority believes that a more adequate multi-tiered support system is needed (item 51) in order to properly cater to diversity.

When it comes to teacher training needs, the cohort is divided: all six teachers respond differently in regard to needing more education in linguistic scaffolding techniques (the three native teachers disagreed in various degrees whilst the three non-native teachers, agreed, item 52). When it comes to teaching practices, the majority of the cohort confirms they need more education in student-centered methodologies (item 53) and in classroom organization strategies (item 54). Likewise, the teachers corroborate their need to have access to more materials and resources (item 55) and in needing further education in designing and adapting resources (item 56). Similarly, the teachers desire more education in collaboration and coordination with colleagues (item 57). Parental support is confirmed by all to be quite satisfactory at the school, only one teacher believes they need more education in parental support and engagement (item 58). When it comes to assessment for diversity, the cohort pleas for more education (item 59) and confirms the need for training in regard to critical analysis of teaching practices (item 60).

TABLE 4
QUESTIONNAIRE RESPONSES TEACHER COLLABORATION AND DEVELOPMENT
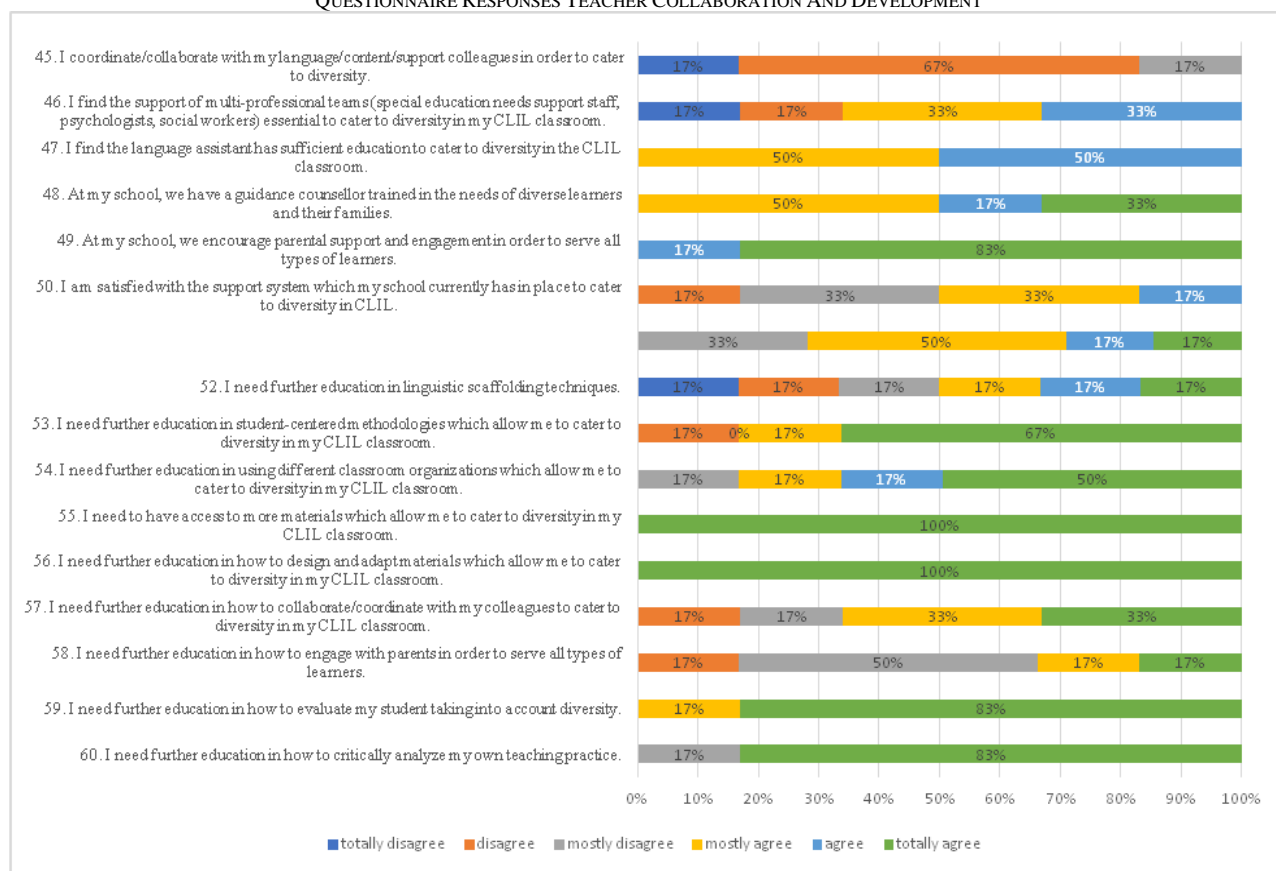
Per responses from the interviews, there is very little coordination occurring amongst the teachers. Teacher B notes that there was an attempt in the past to coordinate with a co-worker from the English department who tried to facilitate a synchronized effort between departments but insisted that was only in the case of a specific teacher who "was interested in doing that." One other specific moment of collaboration was a shared unit between science and history. Albeit positively reflected upon by teacher B, it had only been done once: "When we did this, the kids were really interested. We [the teachers] were also more motivated to prepare interesting activities […] I think we should do these types of things more often, but the teachers don't make time to sit down with each other to plan them out because we have so much other stuff going on. It's a pity."

Teacher E says they "never" coordinate or collaborate with other teachers: "For me, it's healthy to collaborate with others but I feel like there is a lack of cooperation here in the school, we probably need someone to help us with coordination." For their part, teacher D says: "I've never cross-coordinated on anything."

When it comes to multi-professional teams and support, there is little evidence of it, as teacher E maintains: "I'm not aware of a real strong integration type plan. I haven't really heard of anything. I think we have some sort type of English support."

For their part, teacher C insists more support needs to be given to CLIL subjects, insinuating the school gives preferential treatment to the language classes: "More coordination, more importance given to [other] subjects and not just English, which seems to be the only focus [at this school]."

The support of a multi-professional team was unanimously agreed upon to be essential to teach CLIL classes, expressed by teacher F: "Without a doubt, there are specialized needs and even if you understand some of those needs, you need help to actually know what to do" or as teacher B says: "for knowing how to approach any issue." Teacher D notes: "Undeniably, that's [the support of multi-professional teams] like the most important part."

Likewise, majority of the teachers were not satisfied with the school's support system as a way to cater to diversity: teacher D says: "it has to be improved for sure." Regarding specific adaptation measures, teacher C says: "I think it would really help if the school psychologist, which I think this school has, was a bit more communicative about students and their needs and like what I need to be doing to help them." On the complete other side of the spectrum, the parental support at the school is positively viewed by all six teachers.

Teacher training regarding diversity measures in the classroom is desired by many of the teachers: Teacher D says: "It would be helpful to have some training to address diversity, mostly about techniques for, I don't know, scaffolding the diversity in class, like how to create materials, how to organize groups. Any kind of training to address it would be necessary."

Some of the teachers express their concern over lack of knowledge of catering to diversity and, correspondingly emphasize a need of more training in this field, such as teacher C: "I think I'm not addressing [diversity] properly." Or teacher D: "I think I don't really understand what is [attention to diversity], I would like to have more training in that area, to understand better what it is that I should be doing, because I am kind of just now like realizing that I am not doing anything related to [diversity]."

Other teacher training areas in need of bolstering are ICT skills, mainly for the purpose of material creation so as to be able to create more interesting, interactive activities as opposed to just fill-in-the-blank or multiple-choice worksheets". For their part, teacher E says they wish they had more knowledge about: "student-centered teaching and the adaptation, if you think about it, if the goals are equal to learn the content and the language […] it would make sense to adapt the class in a way so that the students aren't left behind but so that the high level higher achievers [sic] don't think the class has been dumbed down, we need more adapted materials and cross-communication between classes, like tenses in English class."

The cohort expresses a desire for more training in how to deal with FLs that are not English or Spanish, specifically, as previously mentioned, the particularly high percentage of students who hold Chinese as an L1, teacher B explains: "I see [my] two Chinese students try to organize information in English using google translator," or "I sometimes speak in Spanish and English but for students who cannot even communicate anything to the teacher we the teachers have to take the first step and I need help with this."

The classroom observations revealed the teachers did not have access to the language assistants, who were used only for supplemental conversation classes related to the subject of English. The large amount of reported contact and support of parents was reinforced during the direct observations, as both teachers, at the termination of the classes, said they had to email some parents regarding the behavior and work of several students in the class. They said this was a regular feature of their job, staying in touch with parents, although they did note that this support was unbalanced, and they were only in regular contact with some parents, while other parents they hardly ever or never communicated with.

VI. LIMITATIONS

This study was based on teacher perceptions of classroom practices in one context within Europe. This in itself provides a rather narrow outlook on the topic, also owning to the fact that some of the teachers in this study have very little teaching experience and the disparity that exists between the nationalities of the teachers and distinctions in regard to their educational backgrounds and professional development. Furthermore, this sample is also extremely limited in the fact that it only comprises of six teachers in one private school.

This particular set of stakeholders does not paint an entirely representative picture of the reality of teachers in Spain, mostly in regard to the FL competence, since three of the six are native-English speakers, and two of the three Spanish nationals have a C1 or higher English proficiency level. Undeniably, this sample is able to provide only a miniscule glimpse into the grassroots workings of CLIL in a private-school context.

VII. CONCLUSIONS

This article aimed to bring to light teachers' perspectives in a specific CLIL context regarding measures that are being taken to cater to learner variance in a secondary school using three data collection points: questionnaires, interviews and lesson observations, with a view to round out the self-reported perceptions. This section will now examine the conclusions that have been drawn.

Linguistically, the findings show that the majority of the teachers are not engaging the students in both languages, but are using the L2 almost exclusively in the classroom and only use Spanish rarely or spontaneously, concurrent with findings by Siepmann et al. (2021). Moreover, it can be concluded that there is a wide disparity between CLIL implementation linguistically in this particular context when it comes to the native vs. non-native English-speaking teachers. However, heightened awareness of L2 variance in the students at the school, mainly due to the relatively high percentage of foreign and newcomer students, has led many of the teachers to implement diversity measures at their discretion.

As for methodology and groupings, this set of teachers does not believe they have enough training regarding diversity nor are they utilizing mixed-ability groupings routinely. While there is some heterogeneous grouping happening, it is almost exclusively used to support students linguistically. On a positive note, personalized and individualized attention is a core feature of these classes, as self-reported by the teachers and confirmed in the interviews and direct observations. Interestingly, these teachers perceive their CLIL lessons to be overwhelmingly student-based, however, student-centered methodologies are something they desire more training in, albeit an integral part of their classes. The entirety of the teachers report using project-based learning and say it forms the basis of their CLIL classrooms, confirmed by the classroom observations.

Teacher collaboration and support was one of the weakest areas noted in this particular study. The teachers are still working on their own, and do not report any significant or consistent collaboration with their coworkers. In that same vein, support systems in the form of guidance counselors, supplemental teachers, multi-tiered teams, or newcomer classes are reported to be nonexistent or unavailable. However, in complete juxtaposition to these deficiencies, parental

support is one of the main pillars of this CLIL scheme, and the teachers are adamant that they are in contact with many of the parents on regular basis.

The general consensus is that the lack of coordination and guidelines for CLIL and diversity are heeding these teachers in their intent to attend to the diverse student population. Of special concern in this context is also the relatively high percentage of foreign students who do not speak English or Spanish, coupled with the native English-speaking teachers who have relatively low Spanish language proficiency. Notably, several factors have arisen as in need of addressing, mainly the lack of newcomer classes, training related to diversity, and teacher collaboration.

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