Attention to Diversity in Bilingual Education: Stakeholder Perceptions in a Bilingual Region

Pablo Ramón Ramos
Department of English Philology, University of Jaén, Jaén, Spain

Abstract—This study aims at showcasing educational stakeholders' perspectives on catering for diversity in Content and Language Integrated Learning (CLIL) settings in Spain, specifically in the Valencian Region. This research, which is part of the ADiBE Project (Attention to Diversity in Bilingual Education), begins by depicting the main principles of CLIL and its deployment in Spain and the Valencian Community. Then, after framing the different studies conducted under the acronym ADiBE, the article presents the objectives, research design, sample, variables, instruments, procedure and statistical methodology of this study. Finally, the results are outlined in three steps: descriptive, within-cohort and across-cohort results in the five sections which have been canvassed: linguistic aspects, methodology and groupings, materials and resources, evaluation and teacher training and coordination. Consequently, this paper carves out a clear picture of how CLIL is being implemented in the Valencian Community, a traditionally bilingual region which is increasingly becoming multilingual.

Index Terms—CLIL, Attention to Diversity, ADiBE, Multilingualism, Spain

I. INTRODUCTION

Bilingual education enables individuals to access quality education in foreign languages, regardless of their personal background (Barrios Espinosa, 2019). Indeed, Content and Language Integrated Learning (henceforth, CLIL) -the European approach to bilingual education- has been considered an instrument to level the playing field for success in language learning (Pérez Cañado, 2021a). Nevertheless, CLIL strands have traditionally embraced the more intelligent, linguistically proficient, and motivated learners (Pérez Cañado, 2021a).

However, this situation is changing. Currently, CLIL is being mainstreamed through the transformation of CLIL strands into fully bilingual schools. Thus, as all students are immersed in CLIL classes, teachers must address the existing diversity to guarantee that CLIL improves language and content learning in over- and under- achievers (Pérez Cañado, 2021a). However, there is a reduced corpus of full-fledged studies into the resources, materials, classroom organization, methodologies, types of evaluation and teacher training needs to cater for diversity in CLIL settings. Likewise, very few have examined these aspects in bilingual contexts, such as the Valencian Region, where English is the L3. Consequently, this is the niche which the present study seeks to fill.

This study is part of the projects encompassed within the acronym ADiBE: Attention to Diversity in Bilingual Education, aimed at conducting a large-scale comparative study into the effects and implementation of CLIL across different levels of attainment in six European countries (Spain, Italy, Austria, Germany, Finland and the UK) (Pérez Cañado, 2021b). In this case, this research showcases the prior research on CLIL, along with its application in Spain and the Valencian Community. Thereafter, the foundations and outputs of the ADiBE project are outlined. After framing the theoretical framework, the article depicts the study, which aims at canvassing stakeholders' (students, teachers and parents) perspectives at the end of Primary Education on how diversity is catered to in CLIL settings. Additionally, the results are discussed through a descriptive analysis, and within- and across-cohort comparisons are carried out according to a series of identification variables in order to map out future pathways for enhancing attention to diversity in CLIL.

II. THEORETICAL FRAMEWORK

A. CLIL

Content and Language Integrated Learning (CLIL) is an educational approach in which the teaching learning processes of content and additional languages are integrated (Dalton-Puffer et al., 2014). Indeed, Marsh and Langé (2000) define CLIL as an umbrella term which refers to "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language" (p. 2). However, using additional languages for teaching contents is not a detriment to the students' development of the L1 or the content subject. Besides, their command of the foreign language is dramatically higher than those not attending non-CLIL strands (Nikula et al., 2021).

These positive results in CLIL implementation have triggered its spread throughout Europe to teach content subjects in a foreign language, through 216 different types of CLIL programs (Coyle, 2007) depending on the included

languages, compulsory status, age of onset, starting linguistic level, intensity and duration. The most implemented CLIL programs are those that integrate foreign languages (presumably English) with regional languages, as it happens in Spain.

B. CLIL in Spain and the Valencian Region

In recent years, Spain's CLIL practice and research has soared (Coyle et al., 2010). Spain's decentralization of the educational system gives rise to different CLIL models tantamount to the number of Spanish regions. Therefore, this enables regional governments to address better the "mixture of heterogeneous language situations that lead to different ways of understanding and managing L2 education" (Fernández Fontecha, 2009, p. 4). Indeed, this sociolinguistic diversity entails the existence of regional/minority languages apart from Spanish, resulting in the consideration of the foreign language as an L3 in bilingual regions.

Narrowing down the scope to the Valencian region, its regional language, Valencian, has been historically minimized because of the spread of Spanish. Therefore, social agents have been implementing educational policies to reintegrate Valencian in each linguistic scope of use of the language, as Valencian society requires combining foreign language learning with the recovery of the regional language (Pasqual, 2011).

To achieve this, according to the Llei [Law] /2018 which regulates multilingualism in the Valencian Region, each school has the autonomy to design its own linguistic project considering the demo-linguistic context in which it is immersed following certain percentages (at least 25% of class hours in Spanish/Valencian and between 15-25% in a foreign language). The recommended approach to address this configuration of the use of languages is CLIL (CEFIRE Plurilingüisme, 2019). The enactment of this new law is a step forward towards the spread of accessible multilingual education in the Valencian Educational System, as it has withdrawn CLIL strands to progress towards multilingual schools, which has implications in terms of the heterogeneity of students CLIL teachers will have to cater to. This explains the importance of the ADiBE project.

C. The ADiBE Project

(a). The DIDI Framework

Prior to establishing the outputs of the ADiBE project, it is essential to showcase the conceptual framework on which it is based: the DIDI (Diversity, Inclusion, Differentiation, Integration) framework (Pérez Cañado, 2021b).

First, schools encompass a wide diversity of students in terms of personal characteristics, learning style, cognitive capacity, needs, experiential background, knowledge, attitudes, interests, motivations, expectations, and socioeconomic and cultural circumstances in which they have been raised (Julius & Madrid, 2017; Madrid & Pérez Cañado, 2018). Second, inclusive education consists of an educational model aimed at catering to all these students' needs (Martín-Pastor & Durán-Martínez, 2019). Indeed, it considers diversity as an enriching factor that educational agents have at their disposal (Madrid & Pérez Cañado, 2018). Third, inclusive education requires differentiation of learning processes to address the different needs, by considering Howard Gardner's (1983) Multiple Intelligence Theory and Vygotsky's (1978) Zone of Proximal Development. Fourth, the convergence of diversity, inclusion and differentiation results in the integration of pupils with different abilities (Cioè-Peña, 2017). These, four concepts of the DIDI framework set the stage for the development of the ADiBE project.

(b). Outputs of the ADiBE Project

ADiBE stands for Attention to Diversity in Bilingual Education and comprises quantitative and qualitative research projects aimed at conducting a large-scale comparative study into the effects and deployment of CLIL, along with the main educational stakeholders' (students, teachers and parents) perspectives on the functioning of attention to diversity in CLIL settings in six European countries (Spain, Italy, Austria, Germany, Finland and the UK) (Pérez Cañado, 2021b).

Quantitatively, they evaluate the effect of CLIL programs on the FL, L1 and content attainment of three different levels of students regarding verbal intelligence, motivation, English language, and academic proficiency to establish the appropriateness of CLIL for all students and how it is working with overachievers, regular students, and under-achievers at the end of Primary and Compulsory Secondary Education. Qualitatively, they canvass students, teachers and parents' perspectives on the curricular and organizational measures implemented to attend to diversity in CLIL settings, as well as the main practitioners' training needs in this field (Pérez Cañado, 2021b).

The present investigation is included in the qualitative section of the project, which uses questionnaires, interviews and observation protocols completed by teachers, students and parents in the six European countries specified above. Zoning in on each country, in the UK, Do Coyle, Kim Bower, Yvonne Foley and Jonathan Hancock have conducted a case study at Secondary Education comparing two types of bilingual education: CLIL and EAL (English as an Academic Language) (Coyle et al., 2021). The aim of the study is to identify appropriate conditions for learning in bilingual settings and to allow students to get involved in a meaningful learning, develop academic literacies and build strong learning bonds with their teachers (Pérez Cañado, 2021b). As for the Italian context, Yen Ling Teresa Ting has conducted a study based on questionnaires and interviews with a sample of students, focusing on their perceptions on methods, materials, groupings, practitioners' competence and school organization (Ting, 2021).

Furthermore, in Austria, Silvia Bauer-Marschallinger, Christiane Dalton-Puffer, Helen Heaney, Lena Katzinger and Ute Smit present a mixed-methods study in Secondary Education, conducted through a set of questionnaires and group

interviews to collect students and teachers' self-experiences with diversity and the strategies to cater for it in CLIL. The results show the lack of adaptation of activities and summative assessment (tests) as they cannot legally differentiate between levels of attainment. On the contrary, they rely on individual support as one of the main tools to cater for diversity (Bauer-Marschallinger et al., 2021).

Additionally, Tarja Nikula, Kristiina Skinnari and Karita Mard-Miettinen have investigated the situation in Finland using student and teacher interviews. The outcomes in this context show the importance of equality in Finnish schools, which is a detriment to equity and, consequently, triggers the scarce adaptation of materials, activities, homework or tests to different learning paces, according to students and teachers' insights (Nikula et al., 2021). The German context analyzed by Philipp Siepmann, Dominik Rumlich, Frauke Matz, and Ricardo Römhildz (2021) through questionnaires, interviews, and classroom observation in terms of attention to diversity in CLIL show several insights. Students and teachers harbor a negative view of the adaptation of activities, homework and summative assessment to different learning paces. Moreover, teachers rely on Task-Based and Project-Based Learning. However, regarding methodological aspects, practitioners' outlooks do not chime with students', since the latter do not perceive the use of a repertoire of methodological strategies to cater for their needs (Siepmann et al., 2021).

In Spain, Antonio Vicente Casas Pedrosa and Diego Rascón Moreno have shown teacher and students' perspectives on attention to diversity in CLIL. Likewise, their views are contrasted through an across-cohort comparison which has resulted in the following outcomes. Firstly, a positive view can be ascertained from learners' and teachers' outlooks on practitioners' use of linguistic, content scaffolding, L1 and a repertoire of methods to address diversity. However, positive results in the students' cohort worsen in the items related to the adaptation of materials and coordination with parents, whereas teachers value them positively. Finally, teachers report needing training in linguistic scaffolding, student-centeredness, and use of classroom layouts to cater for diversity (Casas Pedrosa & Rascón Moreno, 2021).

After conducting all these investigations, a cross-European comparison of stakeholders' view on attention to diversity in CLIL settings is carried out (Pérez Cañado, 2021a). Undoubtedly, the ADiBE project depicts the most important lessons acquired from several countries, determines the segments of improvement across countries and defines priorities to progress towards an inclusive bilingual education.

III. THE STUDY

A. Objectives

The main purpose of this research is to describe the results of a study on student, teacher and parent perceptions on catering for diversity in CLIL in the Valencian region and to determine the existence of within-cohort significant differences regarding gender, socioeconomic status and global and bilingual teaching experience, along with across-cohort differences among the cohorts.

This main objective can be divided into three key metaconcerns consisting of nine component corollaries:

Metaconcern 1 (Identification of CLIL students', teachers' and parents' perspectives on catering for diversity)

a. To identify stakeholders' perspectives regarding linguistic aspects.

b. To identify stakeholders' perspectives vis-à-vis methodological aspects and groupings.

c. To identify stakeholders' perspectives concerning materials and resources.

d. To identify stakeholders' perspectives in terms of assessment.

e. To identify stakeholders' perspectives as regards teacher coordination and organization.

Metaconcern 2 (Within-cohort comparison)

f. To determine the existence of statistically significant differences among the perspectives of students considering their gender/SES.

g. To determine the existence of statistically significant differences among the perspectives of teachers considering their gender/teaching experience/experience in bilingual programs.

h. To determine the existence of statistically significant differences among the perspectives of parents considering their gender/level of studies.

Metaconcern 3 (Across-cohort comparison)

i. To determine the existence of statistically significant differences among the perspectives of the three cohorts: students, teachers and parents.

B. Method

This investigation is a primary mixed-methods concurrent triangulation study, grounded in questionnaires (Brown, 2001) (cf. Pérez Cañado et al., 2021 for the validity and reliability coefficients of each one).

Triangulation in this study has been attained by considering:

• Data triangulation, since the questionnaires have been completed by the three main stakeholders.

• Location triangulation, as the sample includes schools immersed in neighbourhoods with different per capita incomes.

C. Sample

The sample includes 255 students, 22 teachers and 32 parents, so this makes a total of 309 informants from five Primary Education state schools located in the Valencian Region. The grades on which the study has focused on are 5th and 6th grade, with two classes per school and 25 students per class-group.

(a). Students

As for students, the sample comprises 255 learners, belonging to the 10-12 age group. Moreover, 51.8% of respondents students are male, whereas 45.9% are female, and 2.4% do not specify their gender (cf. Figure 1).
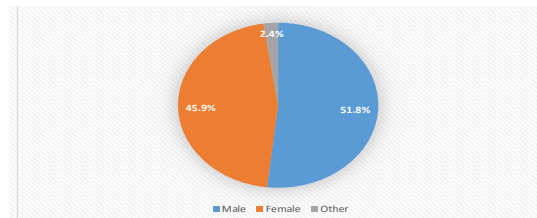
Figure 1. Gender (Students)

Regarding their SES, which is the other variable analysed in the study, 20.4% of students come from an impoverished background, 59.2% from a middle-class neighbourhood and 20.4% from high socioeconomic areas (cf. Figure 2).
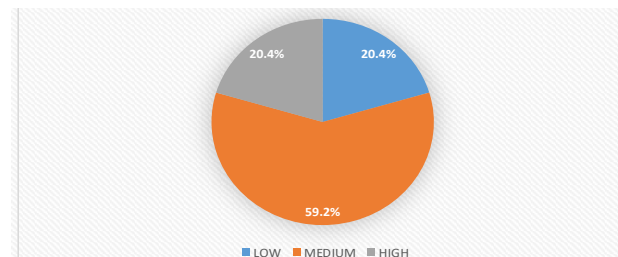
Figure 2. SES (Students)

(b). Teachers

As for the teachers' cohort, the sample comprises 22 practitioners from five different state schools in the Valencian Region (cf. Figure 3).
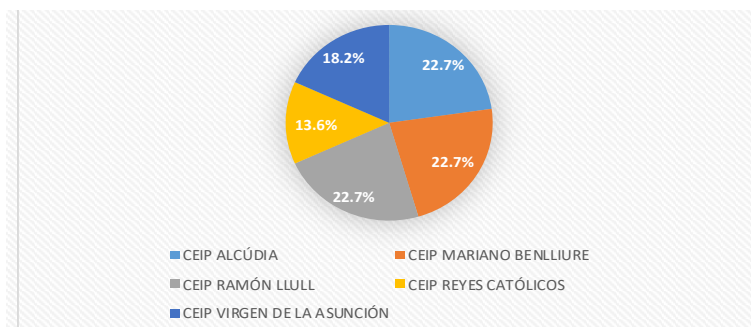
Figure 3. Educational Institution (Teachers)

What is more, 81.8% of the respondent teachers are female, while the remaining 18.2% are male (cf. Figure 4).
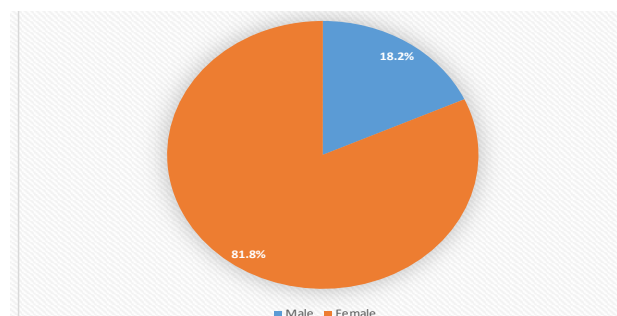

Figure 4. Gender (Teachers)

Regarding their experience in teaching, most respondent teachers have between 1-10 (45.5%) and 11-20 (36.4%) years of teaching experience, whereas only 9.1% of teachers have less than a year of experience or between 21-30 years of experience working in the educational context (cf. Figure 5).
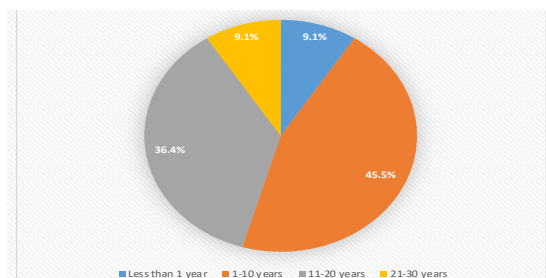

Figure 5. Global teaching experience (Teachers)

Finally, most teachers (54.5%) declare having been immersed in bilingual programs from one to five years (cf. Figure 6).
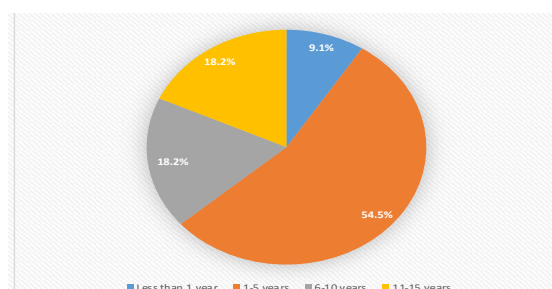

Figure 6. Experience in Bilingual Programs (Teachers)

(c). Parents

The parents' sample comprises 32 respondents, 65.6% of whom are women, while 34.4% are men (cf. Figure 7).
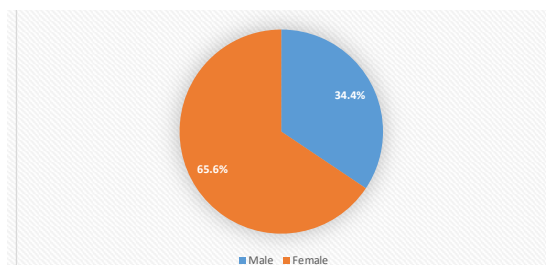

Figure 7. Gender (Parents)

Regarding their educational level, 18.8% of them have not finished Secondary Education, 37.5% has finished Secondary Education, 25% has participated in Vocational Training and 18.8% has a University Degree (cf. Figure 8).
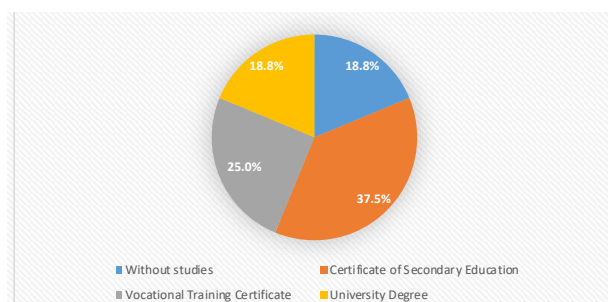

Figure 8. Level of Studies (Parents)

D. Context

The context in which the investigation has been conducted is the region of Alicante in the Valencian Community. The participating schools are immersed in different socioeconomic areas. According to the Spanish Statistics Institution's (INE) latest report (2018) on average annual net income per household, three tiers have been identified:

- Low SES includes areas with families with an average income of less than 23,000 euros per household and year.
- Medium SES entails areas with families with an average income between 23,000 and 26,600 euros per household and year
- High SES comprises neighbourhoods whose families receive an annual income above 26,600 euros per year.

E. Variables

Each questionnaire has a set of identification variables. Among all of them, this study has analysed the effect of some of these variables for each cohort. Regarding students, the analysed variables are gender and SES. Concerning teachers, gender, global experience and experience in bilingual programs have been studied. Finally, as for parents, gender and level of studies are the two analysed variables.

F. Instruments

The information in this investigation has been collected through questionnaires for students, teachers and parents designed and validated by Pérez Cañado et al. (2021). These questionnaires have undergone an accurate process of validation described in Pérez Cañado et al. (2021). The reliability of these instruments is ascertained by the high Cronbach alpha coefficients obtained by the three questionnaires: 0.0871 (students), 0.858 (teachers) and 0.940 (parents).

G. Procedure

Firstly, regarding the students' questionnaires, they were administered to students in their class through sessions of approximately 40 minutes. As for the teacher cohort, they answered the questionnaires individually, so as not to coerce them to answer something they do not really think. Finally, regarding parents, the researcher asked tutor teachers which ones would be prone to collaborating in the research. Nonetheless, after three weeks, only 50% of parents completed the questionnaires.

H. Statistical Methodology

The data gathered through the questionnaires, has been analysed using the Statistical Package for the Social Sciences (SPSS) program in its 22.0 version. To address Metaconcern 1, descriptive statistics have been employed. Consequently, central tendency (mean, median and mode) as well as dispersion measures (standard deviation, minimums and maximums) have been calculated.

In turn, as for Metaconcern 2, the Kolmogorov-Smirnov and Shapiro-Wilks normality tests evince that there is no normality. Therefore, vis-à-vis students, the Kruskal-Wallis test has been run to determine statistically significant differences among genders and Shapiro-Wilks among socioeconomic areas. Relating to teachers, the T test has been employed to establish statistically significant differences between genders along with the Mann-Whitney U test to determine the existence of statistically significant differences in terms of their global teaching experience and experience in bilingual programs. The Mann-Whitney U test, along with the Kruskal-Wallis test, have been used to discover the existence of statistically significant differences in the parents' cohort, according to their gender (Mann-Whitney U test) and level of studies (Kruskal-Wallis). Likewise, effect size has been calculated through Rosenthal's R, p value and Eta Squared. Afterwards, a post-hoc analysis has been conducted to identify the categories among which there exist statistical differences.

Finally, as for Metaconcern 3, the Kruskal-Wallis test has been deployed in those items answered by students, teachers and parents. Nonetheless, those answered by two of the cohorts have been analysed using the Mann-Whitney U test. Likewise, a post-hoc analysis has been used to determine the categories among which there exist statistical differences.

I. Results and Discussion

(a). Descriptive Results

1. Students

Students participating in the investigation harbor a positive view of teachers' use of linguistic and content scaffolding (items 1 and 2), L1 (item 3), communicative skills and content knowledge (items 4 and 5), to help learners with different levels, which is in accordance with Casas Pedrosa and Rascón Moreno (2021), who found similar results in Spanish monolingual communities (cf. Figure 9).
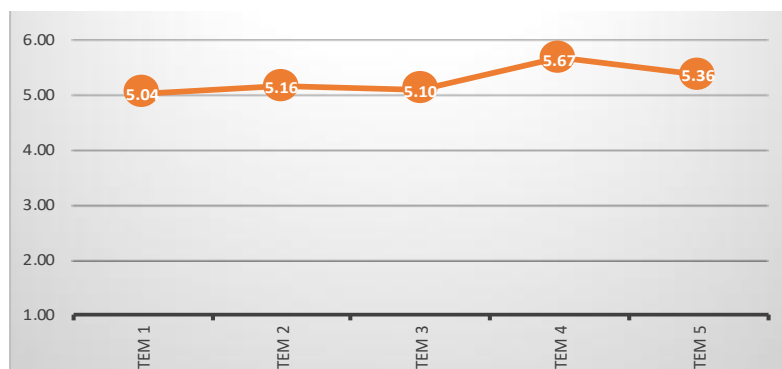
Figure 9. Linguistic Aspects (Students)

Pertaining to methodology and groupings, there exists certain heterogeneity. Students consider that CLIL lessons are sensitive to different levels (item 6), teachers have a prominent role (item 12), use different methods (item 7), student-centered methodologies (item 8), cooperative learning (item 9), different groupings (item 13), individualized attention (item 14) and peer-assistance (item 15). Contrarily, pupils do not perceive the use of Multiple Intelligences (item 10), tasks or projects (item 11), diverse classroom arrangements (item 16) or adaptation classes to integrate learners in CLIL lessons (item 17) (cf. Figure 10).
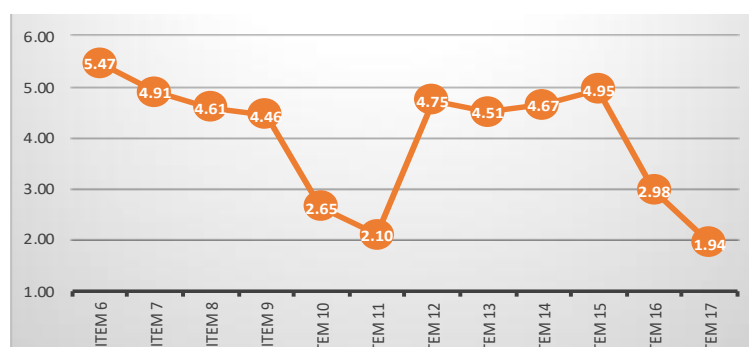

Figure 10. Methodology and Groupings (Students)

As regards materials, students uphold a negative view of this section. Similar results in this section were found in Spanish contexts by Casas Pedrosa and Rascón Moreno (2021). Indeed, they do not believe that textbooks (item 18), non-original (item 19) and original materials (item 20) consider different levels, which contrast with their positive view of the use of ICTs (item 21) and visual, textual and numerical support (item 22) to cater to diversity (cf. Figure 11).
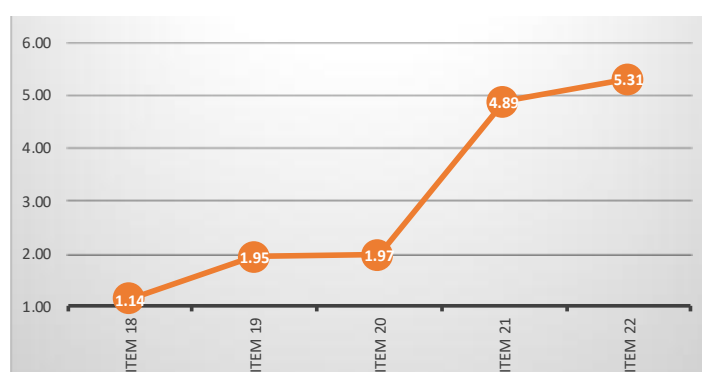

Figure 11. Materials and Resources (Students)

The negative tendency of the materials' section is aggravated in the assessment. Therefore, students do not think that their level is considered in formative or summative assessment (item 23 and 24). In fact, teachers do not give them guidelines in formative assessment (item 27), adapted activities (item 29) or individualized homework (item 30), which chimes with German (Siepmann et al., 2021) and Finnish findings (Nikula et al., 2021). Regarding summative assessment, they do not receive scaffolding in exams (item 31) or different versions of tests (item 32), which accords with the Austrian context in which teachers cannot legally differentiate between skill levels in assessment (Bauer-Marschallinger et al., 2021). However, they agree with the teachers' individualized tracking of their progress (item 28), together with the consequent improvement of their results (item 26) (cf. Figure 12).
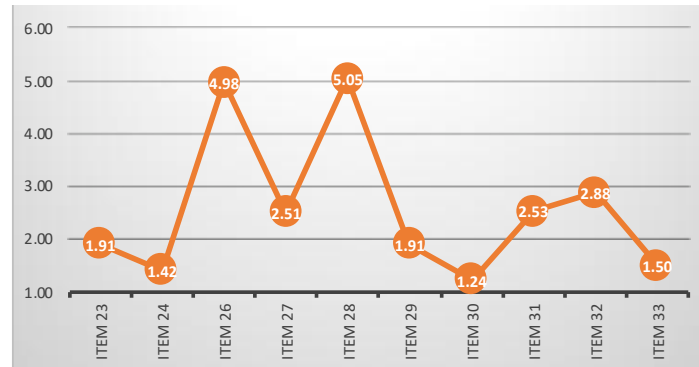
Figure 12. Evaluation (Students)

Finally, in connection with coordination and teacher training, students show positive outlooks of their linguistic (item 36) and content teachers' (item 37) preparation and the school guidance counsellor (item 35). Nevertheless, they disagree with the coordination with multi-professional teams (item 34), teaching assistants (item 38), parents (item 39) or the support system to help learners in CLIL lessons (item 40) (cf. Figure 13).
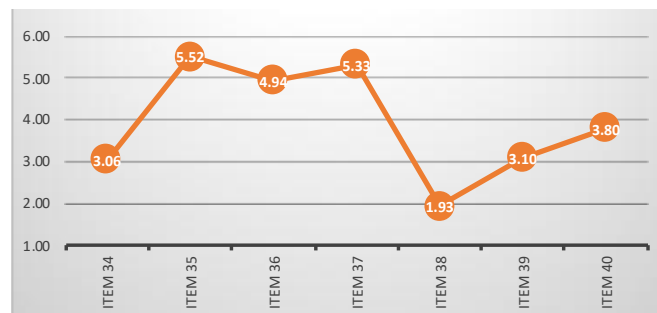

Figure 13. Coordination and Teacher Training (Students)

2. Teachers

Let us now move on to the teachers' cohort. Firstly, regarding linguistic aspects, the respondents uphold a positive view. Besides, they consider it a challenge to teach through CLIL to students with different FL levels (item 1) and academic performance (item 2). Likewise, they report that the linguistic (item 5) and content (item 6) scaffolding, their communicative skills (item 8) and content knowledge (item 9) are enough to attend to different learning paces, which chimes with findings in Casas Pedrosa and Rascón Moreno (2021). However, they consider more challenging to address content and language diverse levels in CLIL lessons than in non-CLIL ones (items 3 and 4). Furthermore, they disagree with the use of the L1 to clarify concepts (item 7) (cf. Figure 14).
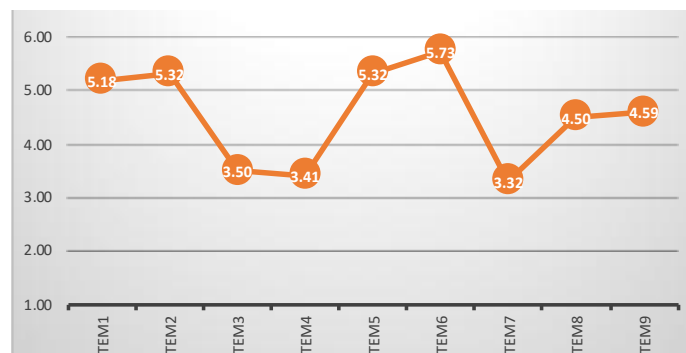

Figure 14. Linguistic Aspects (Teachers)

The positive tendency continues in methodology and groupings. Indeed, teachers consider that they use different methods (item 11), student-centered methodologies (item 12), cooperative learning (item 13) heterogeneous groups (item 17), Multiple Intelligences (item 14) and individualized attention (item 18), in accordance with Austrian findings (Bauer-Marschallinger et al., 2021). Peer assistance (item 19), different classroom arrangements (item 20) and adaptation classes (item 21) are equally employed to support students with different needs. On the downside, they find it difficult to design CLIL lessons with a considerable diversity of students (item 10). Likewise, they do not seem to use Project-Based Learning or Task-Based Learning (item 15), which contrasts with the results obtained in the German

monolingual regions (Siepmann et al., 2021). They also do not consider they are the center of the learning process (item 16) (cf. Figure 15).
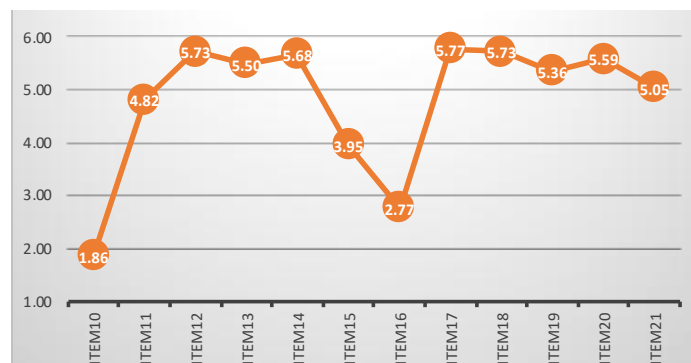

Figure 15. Methodology and Groupings (Teachers)

In the materials section, teachers' positive views accord with findings in Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2021). In fact, they believe that they use adapted materials (item 22), and they adapt (item 23) and create (item 24) materials along with using ICTs (item 27) and a combination of visual, textual and numerical support (item 28) to address learners' different needs. Nonetheless, they do not find this adaptation task easy (item 25 and 26) (cf. Figure 16).
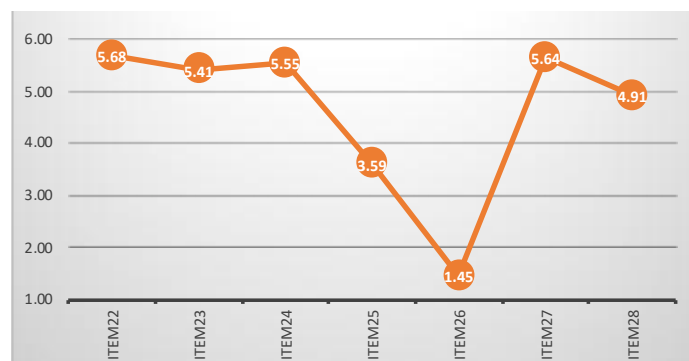

Figure 16. Materials and Resources (Teachers)

As for evaluation, teachers consider that they cater for learners' different needs in formative (item 29) and summative (item 30) assessment, by adapting evaluation criteria (item 31), providing specific guidelines (item 32), tracking learners' progress (item 33), considering self-assessment (item 34) and adapting activities (item 35), as well as homework (item 36). The results in these two last questions depart from those obtained in Finland's monolingual contexts by Nikula et al. (2021) On a different front, teachers do not adapt vocabulary in the exams (item 37) nor the exams themselves (item 38), which is in accordance with Finnish results (Nikula et al., 2021) (cf. Figure 17).
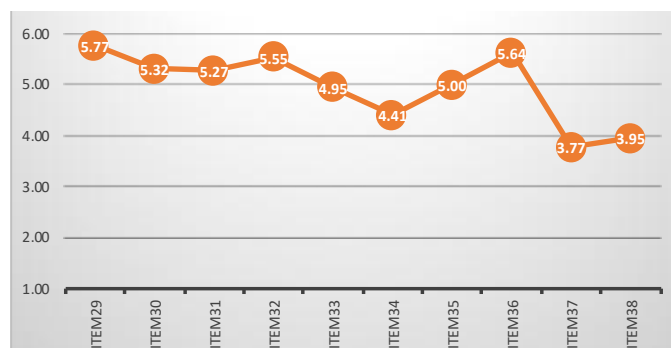

Figure 17. Evaluation (Teachers)

Finally, concerning coordination and training, they do not think they need training in coordination with their peers (item 50), parents' involvement (item 51), learners' assessment (item 52), critical analysis of their practice (item 53) or materials' design (item 49). The results in this last aspect drastically depart from those of Pérez Cañado (2021a), as the dearth of materials to cater for diversity is considered the most daunting challenge for practitioners. However, they claim to need training in linguistic scaffolding (item 45), student-centered approaches (item 46), different classroom arrangements (item 47) and access to teaching materials (item 48), which is congruent with Casas Pedrosa and Rascón

Moreno's (2021) and Pérez Cañado's (2021a) findings in Spanish and European monolingual communities. Finally, they report coordinating with their peers (item 39), multi-professional teams (item 40), teaching assistants (item 41), the guidance counsellor (item 42), parents (item 43) and support systems (item 44) (cf. Figure 18).
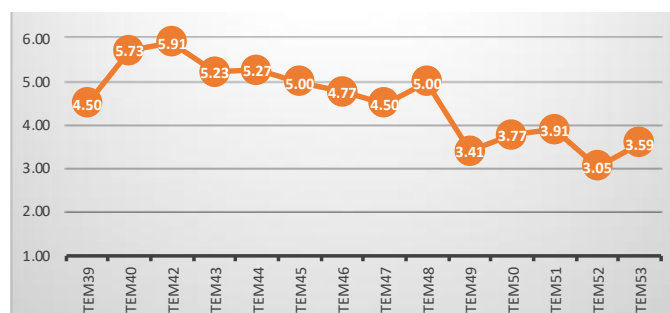

Figure 18. Coordination and Teacher Training (Teachers)

3. Parents

Pushing forward to the final cohort, parents harbor a positive outlook of teachers' linguistic and content scaffolding (items 1 and 2), communicative skills (item 3) and knowledge of the content subject (item 4) to address different levels of attainment. This ongoing faith in teacher's preparation to step up to the challenge of diversity is completely in line with the findings of Pérez Cañado (2021a) (cf. Figure 19).
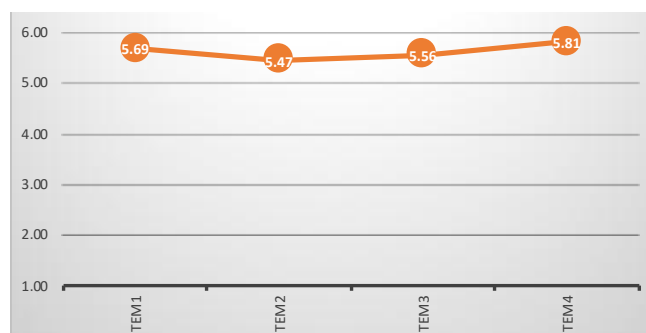

Figure 19. Linguistic Aspects (Parents)

Vis-à-vis methodology and groupings, parents agree with employment of diversity-sensitive lessons (item 5), the use of different and student-centered methods (item 6 and 7), and individualized attention to students (item 13). Nevertheless, they disagree with the incorporation of cooperative learning (item 8), Multiple Intelligences (item9), Task-Based or Project-Based Learning (item 10), different groupings (item 12), peer-assistance (item 14) or diverse classroom layouts (item 15). Likewise, they show a negative perspective of the existence of classes for newcomers (item 16) as well as of the adaptation of materials: CLIL textbooks (item 17), non-original materials (item 18) or materials created by the teacher (item 19) (cf. Figure 20).
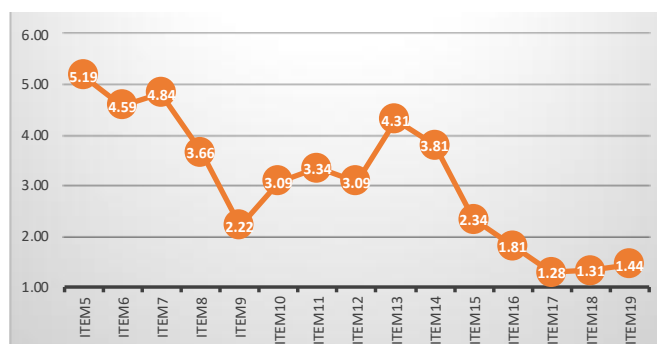

Figure 20. Methodology and Groupings (Parents)

In the evaluation block, parents gauge positively the adaptation of formative (item 20) and summative (item 21) assessment to the different ability levels, by adapting assessment criteria (item 22), using guidelines (item 24) and constant tracking of learners (item 25) which, in their view, leads to an improvement of pupils' results (item 23). Nevertheless, this cohort has a negative perception of the adaptation of vocabulary in exams (item 28) and even worse (means between 1 and 2) in relation to the adaptation of classroom activities (item 26), homework (item 27), exams (item 29) and self-assessment (item 30) (cf. Figure 21).
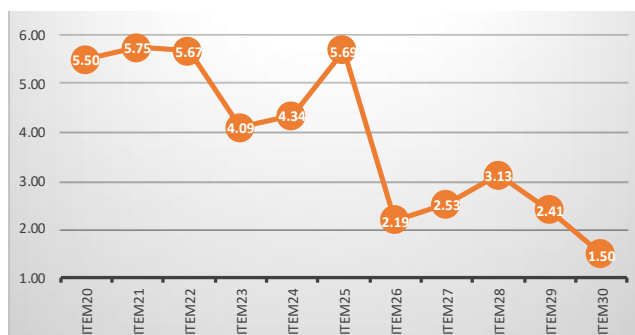
Figure 21. Evaluation (Parents)

Regarding coordination and teacher training, the negative tendency of the previous sections is broken due to the positive results in seven out of eight statements. Thus, parents value positively the coordination among teachers (item 31), the support of multi-professional teams (item 32) the support system (item 38) the school's guidance counsellor (item 33), the language teachers' (item 34), and bilingual teachers' (item 35) and teaching assistants' (item 36) preparation to attend to different learning paces. The exception to these results is parents' involvement (item 37). This also transpires as a major area in need of attention in Pérez Cañado (2021a) as it is pivotal to support diversity in CLIL contexts (cf. Figure 22).
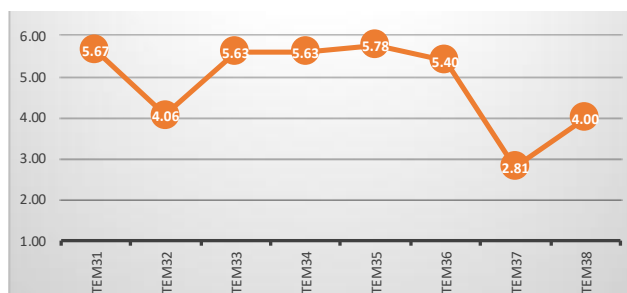

Figure 22. Coordination and Teacher Training (Parents)

(b). Within-Cohort Results

1. Students

Considering Metaconcern 2 and objective f), no statistically significant differences have been found between genders in the students' cohort. Nonetheless, regarding the SES, significant differences have been found.

Firstly, vis-à-vis linguistic aspects and methodology, students from disenfranchised backgrounds gauge the implemented strategies more positively than their counterparts. However, students coming from well-to-do families perceive more positively the statements connected with the adaptation of materials than those from low socioeconomic areas. Concerning assessment, learners from impoverished backgrounds are again the ones that hold a more positive view of attention to diversity in this section than those coming from medium and high socioeconomic areas. As for coordination and teacher training, whereas learners from impoverished backgrounds value more positively the existence of multi-professional teams and support system, pupils from high socioeconomic neighborhoods have a more positive view of parents' involvement.

Thus, the overarching tendency here is that students from more disenfranchised contexts seem to be more acutely aware of the different measures set in place to cater for diversity in CLIL as schools in these contexts make an extra effort to ensure bilingual education works equally well with diverse types of students.

2. Teachers

As far as objective g) of Metaconcern 2 is concerned, there exists homogeneity between genders, global experience and experience in bilingual programs according to teachers' answers. Consequently, the teachers' cohort evinces homogeneous views, with almost no differences in the considered variables.

3. Parents

As regards objective h) of Metaconcern 2, there is homogeneity between genders in the parents' cohort. Notwithstanding the foregoing, according to parents' level of studies, those with higher education value attention to diversity in CLIL more positively than those who have not finished compulsory studies, which accords with what is stated by Raéz-Padilla (2018): "the higher education qualifications parents have, the higher their own motivation is towards learning English" (p. 193).

(c). Across-Cohort Results

Considering Metaconcern 3 (objective i), statistically significant differences among the three cohorts have been found. Firstly, the three cohorts show a positive view of practitioners' use of linguistic and content scaffolding as well as of their communicative skills and content knowledge to cater to diversity in CLIL, which chimes with findings in Casas Pedrosa and Rascón Moreno (2021). In turn, concerning methodology and groupings, most statements receive the best responses by teachers. This self-complacent view harbored by practitioners has also been documented in Pérez Cañado (2021a). Besides, students value more positively than teachers and parents practitioners' use of different methods. Nevertheless, this use of different strategies by teachers departs from Siepmann et al.'s (2021) results in the German context, in which students value this aspect negatively, while teachers gauge it positively.

The positive responses upheld by teachers commented above increase in the materials section. Indeed, while they totally agree with the adaptation of textbooks, non-original and original materials, students and parents completely disagree with them (mean around 1), which accords with findings in Casas Pedrosa and Rascón Moreno (2021). Regarding evaluation, teachers continue valuing more positively the statements than the other cohorts. Nonetheless, in German settings the results were completely different. According to Siepmann et al. (2021), teachers and students reject adapting activities, tasks or homework, as they believe that everyone must complete the same exercises. To finish this section, practitioners show again the highest score on all the statements vis-à-vis coordination and teacher training, which tallies with Casas Pedrosa and Rascón Moreno's (2021) findings in Spanish monolingual settings.

J. Limitations and Prospects

This study has offered a clear-cut picture of the implementation of attention to diversity in CLIL in the Valencian Region. Notwithstanding, it has several limitations. Firstly, students and parents' knowledge of CLIL rationale is limited, so their answers are based on their experience rather than on objective knowledge. Furthermore, the sample used is limited to five state schools in the southern area of the Valencian region, since the pandemic of COVID-19 has limited the number of participating schools. However, despite the reduced number of schools, they belong to areas with different per capita incomes, which gives a clear view of the differences among schools depending on their SES.

This research is only the first step in the investigation of attention to diversity in CLIL settings in bilingual areas and paves the way to extend this investigation to other bilingual contexts. Further data should be collected using larger samples, different instruments, and diverse types of educational centers. This will contribute to the accurate identification of stakeholders' needs to improve attention to diversity in CLIL scenarios, designing appropriate teacher training actions for this purpose and providing practitioners with suitable guidelines to design materials to cater for learners' particular needs.

IV. CONCLUSION

To conclude, let us now extract the broader take-aways of our study. Regarding the first metaconcern, the main results obtained in its objectives a-e are synthesized. As for the linguistic aspects, learners, teachers, and parents have a positive view of the linguistic strategies used by practitioners to cater to diversity. Concerning methodology and groupings, teachers and students consider that the methodological principles implemented are aimed at catering to diversity. However, parents value these items negatively. This difference stems from the fact that parents are not inside the class, where attention to diversity strategies are deployed. As for materials and evaluation, although teachers harbor a positive view of what is being carried out in terms of the adaptation of materials, students and parents disagree with most items. Additionally, regarding coordination and teacher training, practitioners and parents reveal optimistic outlooks on both aspects, whereas learners differ in most items.

The results of the within-cohort comparison show that the three cohorts share the homogeneity in the results in terms of gender. Likewise, regarding teachers, this homogeneity is also found when analyzing their global experience and experience in a bilingual program. However, differences are found when it comes to SES. Indeed, as for students, those with a low SES award higher scores to most items than those coming from medium and high SES, except for the adaptation of materials and family involvement. On the contrary, regarding parents' level of studies, which reflects their SES, those with higher education certificates have a more positive perception of the implemented strategies to attend to diversity than those who have not finished compulsory education. Finally, the results of the across-cohort comparison evinces that all three cohorts show a positive view of the linguistic strategies deployed by teachers to attend to students' diversity. Moreover, concerning methodology, groupings, materials, evaluation, teacher training and coordination, teachers' results are higher than parents and pupils' ones.

Having showcased the results of the investigation, it must be highlighted that attention to diversity continues to be the main lacunae of bilingual education. Nonetheless, the Valencian legal framework obliges all state and charter schools to offer the school curriculum taught in the three curricular languages (Spanish, Valencian and English), which increases the diversity of students that CLIL settings are receiving. What is more, despite the long tradition in bilingual and multilingual education in the Valencian Region, the outcomes obtained in this investigation concur with those obtained in Spanish monolingual contexts (Casas Pedrosa & Rascón Moreno, 2021). Therefore, this shows that there is still a lot of work to do in terms of attention to diversity in bilingual education, owing to the fact that, as Casas Pedrosa and Rascón Moreno (2021) state, offering CLIL for all learners regardless of their particular needs does not guarantee their

success. Thus, these investigations encompassed under the ADiBE acronym are setting the stage for a real "CLIL for all", which provides all learners with the opportunity to succeed in these settings.

ACKNOWLEDGEMENTS

REFERENCES

[1]   Barrios Espinosa, M. E. (2019). The effect of parental education level on perceptions about CLIL: A study in Andalusia. *International Journal of Bilingual Education and Bilingualism*, *25*(1), 183-195. https://doi.org/10.1080/13670050.2019.1646702

[2]   Bauer-Marschallinger, S., Dalton-Puffer, C., Heaney, H., Katzinger, L., & Smit, U. (2021). CLIL for all? An exploratory study of reported pedagogical practices in Austrian secondary schools. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1996533

[3]   Brown, J D. (2001). *Using surveys in language programs.* Cambridge University Press.

[4]   Casas Pedrosa, A. V., & Rascón Moreno, D. (2021). Attention to diversity in bilingual education: Student and teacher perspectives in Spain. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1997902

[5]   CEFIRE Plurilingüisme (2019). *Multilingualism in the educational system the legal framework*. Retrieved October 22, 2022, from https://portal.edu.gva.es/cefirepluriling/wp-content/uploads/sites/216/2020/03/Unit-2.-Multilingualism-in-the-educational-system-the-legal-framework.pdf

[6]   Cioè-Peña, M. (2017). The intersectional gap: how bilingual students in the United States are excluded from inclusion. *International Journal of Inclusive Education, 21*(9), 906-919.

[7]   Coyle, D. (2007). Content and Language Integrated Learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism, 10*(5), 543-562.

[8]   Coyle, D., Bower, K., Foley, Y., & Hancock, J. (2021). Teachers as designers of learning in diverse bilingual classrooms: A UK case study. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1989373

[9]   Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL. Content and Language Integrated Learning*. Cambridge University Press.

[10] Dalton-Puffer, C., Llinares, A., Lorenzo, F., & Nikula, T. (2014). You can stand under my umbrella. Immersion, CLIL, and bilingual education. A response to Cenoz, Genesee, and Gorter (2013). *Applied Linguistics, 35*(2), 213-218.

[11] Fernández Fontecha, A. (2009). Spanish CLIL: Research and official actions. In Y. Ruiz de Zarobe & R.M Jiménez Catalán (Eds.), *Content and Language Integrated Learning. Evidence from research in Europe* (pp. 3-21). Multilingual Matters.

[12] Instituto Nacional de Estadística (2018). *Atlas de Distribución de la Renta de los Hogares* [Atlas of Distribution of Household Incomes]. Retrieved October 28, 2022, from https://inespain.maps.arcgis.com/apps/MinimalGallery/index.html?appid=c8b41b2c471845afbc8f8eb20c54382e#

[13] Julius, S., & Madrid, D. (2017). Diversity of students in bilingual university programs: A case study. *The International Journal of Diversity in Education, 17*(2), 17-28.

[14] Madrid, D., & Pérez Cañado, M.L. (2018). Innovations and challenges in attending to diversity through CLIL. *Theory into Practice, 57*(3), 241-249.

[15] Marsh D., & Langé, G. (2000). *Using languages to learn and learning to use languages*. University of Jyväskylä.

[16] Martín-Pastor, E., & Durán-Martínez, R (2019). La inclusión educativa en los programas bilingües de educación primaria: Un análisis documental [Educational inclusion in primary education bilingual programs: A documentary analysis]. *Revista Complutense de Educación, 30*(2), 589-604.

[17] Nikula, T., Skinnari, K., & Mard-Miettinen, K. (2021). Diversity in CLIL as experienced by Finnish CLIL teachers and students. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2022.2028125

[18] Pasqual, V. (2011). Un model d'educació plurilingüe i intercultural per al sistema educatiu valencià. [A multilingual and intercultural educational model for Valencian educational system.] *Generalitat Valenciana. Conselleria de Cultura, Educació i Esport*. Retrieved October 28, 2022, from https://ceice.gva.es/documents/162640785/162670693/UEM+-+SEP+-+Mar%C3%A7%202020.pdf/b427d2e8-65b3-4d9e-9bc5-aae19f391304

[19] Pérez Cañado, M.L. (2021a). Inclusion and diversity in bilingual education: A European comparative study. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.2013770

[20] Pérez Cañado, M. L. (2021b). Guest editorial. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1940832

[21] Pérez Cañado, M. L., Rascón Moreno, D., & Cueva López, V. (2021) Identifying difficulties and best practices in catering to diversity in CLIL: Instrument design and validation. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1988050

[22] Raéz-Padilla, J. (2018). Parent perspectives on CLIL implementation: Which variables make a difference? *Porta Linguarum, 29*, 181-196.

[23] Siepmann, P., Rumlich, D., Matz, F., & Romhild, R. (2021). Attention to diversity in German CLIL classrooms: Multi-perspective research on students' and teachers' perceptions. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.1981821

[24] Ting, Y. L. T. (2021). Students' appraisals of their bilingual experience in a monolingual Italian reality: suggestions for harnessing diversity to optimize learning. *International Journal of Bilingual Education and Bilingualism, special issue,* ahead-of-print. https://doi.org/10.1080/13670050.2021.2016597

Pablo Ramón Ramos was born in Elche, Spain, in 1997. He holds a degree in Primary English Teaching from the University of Alicante, Spain (2019), a Master's degree in School Management from the CEU Cardenal Herrera University, Valencia, Spain (2020), and a Master's degree in Content and Language Integrated Learning (CLIL) from the University of Jaén, Spain (2021). He works as an English teacher at the adult school Mercè Rodoreda in Elche. He has worked in Primary schools in the Valencian Region. Moreover, he has also collaborated with the University of Jaén and the ADiBE team (Attention to Diversity in Bilingual Education), due to a fellowship awarded to him to conduct an investigation on attention to diversity in CLIL settings, which is his main line of research. As a result, he has presented this study in international congresses such as WorldCLIL in The Hague, Netherlands (2022). Apart from receiving awards at a university level (Outstanding Graduate Award from the University of Jaén), this study has recently been awarded a prize given by the Spanish Bilingual Education Association (EB) to the best Master's Degree Dissertation in Bilingual Education in Spain (2022).