Analysis of prospective teachers' opinions on linguistic communication competence: A comparative view

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In recent decades we have witnessed the progressive implementation of a culture of inclusion making it is essential to provide teachers with training in generic and specific competencies, being the reinforcement of attitudes and views regarding attention to diversity that will be fundamental to ensure the effective implementation of this educational model. Although the study of teachers' views regarding inclusive education has been the subject of much research, we did not find an extensive wide repertoire concerning the opinions of university students on educative attention to specific educational support needs centred in the field of competence in linguistic communication. Thus, with this study we aimed to analyse the opinions of trainee teachers on the development of this key competence in primary education and their training at university. For this, 2 university realities in different international contexts were compared through a mixed descriptive categorical analysis. The main conclusions are that, although there is a consensus about the importance of developing linguistic communication competence, there are considerable differences between the 2 contexts in terms of attention to diversity, teacher education and training, and the provision of resources for its promotion in the classroom.

Keywords: attention to diversity; basic competencies; initial training; linguistic communication; teaching attitude

Introduction
The socialisation process shapes the attitudes of future teachers throughout their lives. Moreover, it is significantly affected by the specific experiences and knowledge they acquire during their initial and in-service training stages (González Petisco, 2024). On the other hand, educational attention to learners to enhance their competence in linguistic communication (hereinafter CLC) and attention to the diversity of specific needs they present in this area is a clear demand in current educational systems (García-Martínez, Sierra-Arizmendiarrieta, Quijano-López & Pérez-Ferra, 2020; Hatipoğlu & Daşkın, 2020).

This is why training in inclusive attitudes and training for the promotion of CLC in future teachers is necessary to facilitate access to knowledge of the needs and limitations in the development of this competence and collaboration with other professional specialists who will share this task in the school environment (Liesa & Vived, 2009; Romero Oliva & Córdoba, 2024).

It is worth noting that, although at a socio-educational or even political level, few people disagree on the importance of inclusive attitudes in teachers to ensure the legislative project, universities make few efforts to promote these attitudes, which is why all education sectors must reflect and debate to promote them among all trainee or practising teachers (Engelbrecht, Nel, Nel & Tlale, 2015; Liesa & Vived, 2009; Yaraya, Masalimova, Vasbieva & Grudtsina, 2018).

Literature Review
Over time, mechanisms have been implemented in Europe that facilitate access to university for all types of students, establishing strategies and resources that bring the educational community closer to a concept of "education for all." Thus, at present, in European and international universities, a variety of actions are carried out that favour advisory and support mechanisms for the university community that promote the importance of developing an inclusive ideology in this context (Konur, 2006).

In this sense, and delving into the specific training qualifications of teaching staff, and their training for attending to the specific needs related to the development of the CLC, a comparative look at the current situation in different countries regarding the initial training for meeting these educational needs, we see that, although most universities offer the new degrees in education adapted to Bologna, there is considerable variance in terms of degrees and specialties that work on this subject in each country, the importance given to them in the training curricula, as well as the different professional profiles that work in the centres (Medina Crespo & Valdés Rodríguez, 2019; Pérez Ferra, Quijano López & García Martínez, 2019).

To this situation must be added that of veteran professionals from previous curricula, since their qualifications will continue to be valid for teaching. This further diversifies the perspectives and training needed in the socio-professional context to develop communication competence in learners in their basic training (Gràcia, Jarque, Astals & Rouaz, 2020).

In this sense, the diversity of situations, demands and perspectives in this implementation of training attention to diversity at a university level, as well as in the training and attitudes of future educational professionals in the development and attention to CLC is remarkable, which is why we propose to compare the opinions of these students in two different contexts – Italy, which stands out for its integrationist character in ordinary schools in Europe in the 1980s, which boosted university inclusion at the end of the 20th century, and Ecuador, which is currently developing an integrationist policy in the university environment that reflects the educational evolution in Central/South America.

The following summary reflects the training/professional situation in these countries on the subject under investigation.

Italy

As mentioned above, Italy is recognised throughout Europe for its integrationist and inclusive social and educational policies. Said inclusive social policies were introduced across the board from the mid-1970s onwards, particularly since the enactment of Law No. 517 of 4 August 1977.

Subsequently, following Law No. 104 of 5 February 1992 – amended in Law 17/1999 – attention to people with disabilities is consolidated at all levels of education, including university (art. 12).

While inclusive postulates have been advancing at a theoretical level since the 1990s, at the same time, the regulatory development of this law has greatly strengthened the focus on special educational needs throughout the country's education system, denoting a maturity in egalitarian educational awareness that is ahead of the rest of Europe and which, in Spain, had slowed down until the beginning of the 21st century (De Mauro, 2004; Sciacca, Sciuto, Signorino, Venuto & Nicotra, 2008).

Thus, in the Italian context, this regulation reinforces the concept of the necessary educative attention in conditions of inclusion for all, without learning being hindered by difficulties or situations deriving from disability (Pavone, 2007), supporting the integral development of the person and the strengthening of communication and social relations in all learners (Law No. 104 of 5 February 1992).

However, this integration process in Italy is not without its critics, as it has to combine the theoretical development we have discussed with periods of economic crisis, scarce funding, and the need for greater coordination between administrations and social entities. It must also contend with inadequate training for teachers specialising in didactic support work as well as generalist teachers meeting all educational needs, including those related to CLC, et cetera (Tostado Díaz, 2019).

In this sense, one of the main obstacles to the inclusion of learners in the classroom and the attention to diversity is related to the attitude and thinking of the teachers themselves, and the rest of the educational community, about the viability and convenience of inclusion, which is seen as a key factor in guaranteeing the success of inclusive processes and individualised attention (Jarvis & French, 1990).

Thus, after this historical basis for promoting inclusivity, combined with the systemic and training obstacles that accompany Western economic systems within the European Union (Rychen & Salganik, 2006), the need arose to establish a set of key competencies that provide a new perspective to training curricula and respond to the demands of new technologies, job requirements and the need to conceive lifelong learning competencies in Europe.

Within this framework, and coinciding with the European policies of other Western countries, CLC in different languages also appears as a guarantee of equity and personal development, as it is responsible for fostering interaction, the construction of a global world, the experience of emotion through music or art, access to mathematical-digital language and the capacity for self-reflection, interpretation, representation and transmission of meanings and experiences (Romero Oliva & Córdoba, 2024).

Ecuador

Although the subject of language promotion in Ecuador is also the object of attention, as it could not be otherwise, the didactics of language and literature did not begin their development and empowerment until the nineteen eighties (Espinoza, Rivas, Lema, Reyes, Calvas & Velázquez, 2019). Prior to this it had been part of other disciplines of a more historical-discursive nature.

In the context of teacher training in Ecuador, training for the development of CLC was framed in two different components from the beginning, similar to the establishment of content in Spain at the end of the century: oral communication and written communication.

These components are structured into respective macro-skills and micro-skills of an operational nature (Ministerio de Educación del Ecuador, 2011, 2012). Most of the training effort has been focused on skills related to reading and writing, with the focus, assessment and specialist attention/training in oral communication development having been neglected to date (Reshetina Platonovna, 2019).

In recent years, the importance of enhancing oral communication in addition to written communication and the need for teachers to be trained in didactic skills to teach it in the classroom has begun to be recognised (Tinoco-Izquierdo, Tinoco-Cuenca & Carchi-Cuenca, 2018). In this sense, communicative competence is understood as

a set of knowledge and skills used in the act of communication, covering key dimensions or sub-competencies such as the following (Avendaño & Desinano, 2009): encyclopaedic-cultural competence; discursive competence; textual competence; linguistic or grammatical competence; semantic competence; pragmatic or sociocultural competence; kinaesthetic competence; proxemic competence.

State of the art

Next we present the research collected for our study, grouped according to the categories in which the results are presented.

a) The need to work on CLC in the classroom: didactics and organisation. Regarding the need to work on CLC in the classroom, we find research that points out that there is still a misconception in the educational sphere that this competence is not susceptible to development and improvement (especially concerning the non-written dimension), not requiring the development of planned teaching interventions (Arias Cortés, 2017; Lennox, Westerveld & Garvis, 2017).

Classroom interaction promotes the development of CLC. Numerous studies confirm the advisability of teachers dedicating more time to learners' spontaneous communicative practices (dialogues or conversations) that complement the learning of more complex techniques, supporting the processes of active listening, comprehension and reasoning (Leite Méndez, Rivas Flores, Cortés González & Nuñez, 2012).

Moreover, there is no shortage of studies that stress the need to act on a set of factors that enhance CLC (psychomotor, emotional, socio-affective and cognitive), developing both the socialising and cognitive facets in all learners, for which the training of future teaching staff in this area is essential (González Petisco, 2024; Mendoza, 2012).

Thus, comprehensive actions should be developed that are not based on isolated skills training but through meaningful and functional actions that give meaning to competence development. However, it should also be noted that teacher training in this regard is currently scarce (Roddam & Skeat, 2010; Sánchez Castro, Pascual Sevillano & Fombona Cadavieco, 2023).

b) Attention to diversity in CLC. Studies such as the one developed by Salvador i Liern (2016) highlight the need to address diversity and promote specialised didactics for communicative work in the classroom, which is one of the main shortcomings of education today.

Concerning this aspect, we find research that highlights the role of CLC as a mechanism to compensate for inequalities, as well as a tool that must be used to ensure that the deficiencies of learners with less developed linguistic registers due to their social and family environment are compensated (Salvador i Liern, 2016). Several studies also show that school failure is largely the result of learners' difficulties in making good use of language and mastering CLC (Arias Cortés, 2017).

In terms of attention to diversity, different studies highlight the need for teacher training as a critical factor in making educational inclusion possible (Sánchez Bravo, Díaz Flores, Sanhueza Henríquez & Friz Carrillo, 2008). However, as Sánchez Bravo et al. (2008) point out, most university students, future teachers, contend that 92% of primary education teachers often do not have the required training to deal with learners with special educational needs.

c) Teacher training and professional profiles. Several researchers have contributed to the scant dedication to communicative competencies, especially oral competencies, in primary education teacher training (Núñez Delgado & Santamarina Sancho, 2014). This may be due to the tradition of greater academic prestige of the written language compared to the oral language, the abandonment of classical rhetoric, or the lack of a structured didactic theory for the work and programming of the corresponding activities.

Thus, teaching staff have been acquiring these teaching competencies in an unstructured and experiential way, focusing on their communication skills due to university curricula (González Argüello, Román Fernández & Usó Viciedo, 2017).

Not only is initial training important, but Horne and Timmons (2009) also emphasise the importance of ongoing training and professional development activities in line with the demands of the new inclusive education system and the European Union's competency-based approach.

In this sense, studies such as those conducted by Aguilar-Mediavilla, Valera-Pozo, Buil-Legaz, Guirado-Moreno and Adrover-Roig (2024) or Brinton, Fujiki and Powell (1997), reinforce the idea that the adequate development of CLC can only be achieved through adequate generalised teacher training combined with collaborative approaches with the family and through the support of specialised professionals, the role of these teachers (hearing and language teachers in Spain) being of vital importance when advising other educators and working on the most problematic aspects.

After this journey, a series of doubts arose that motivated our study – a desire to understand the opinions that university students from two different contexts have about the subject of which they are the object: the development of CLC in primary education, covering facets such as its curricular conception and classroom planning, attention to student diversity, and the training of future teachers in the subject.

Methodology

The specific objectives of our study were as follows:

- To investigate university students' opinions on the curricular planning and educational resources developed in schools related to the promotion of CLC.
- To determine the ideas expressed by future teachers about the attention to learner diversity in educational centres for the development of CLC.
- To analyse the views stated by the group of students on teacher education related to the development of CLC and specialised professional profiles.
- To explore the ideas and opinions of university

students on educative attention to the promotion of CLC according to the variables, gender, age, and university origin.

Given the specific objective previously mentioned, we adopted an exploratory methodological approach where we developed a descriptive and comparative design, taking into account the need to carry out a study in and from the educational practice itself, given its complex and diverse nature, which is the object of study (Nastasi, Hitchcock, Gutierrez & Oshrin, 2022).

Sample

In accordance with the methodological design adopted in this study and the specific objectives previously set out, purposive sampling was used to select university students who voluntarily participated in the research.

A total of 316 students (83.90% [see Table 1]) enrolled for university degrees corresponding to the field of education sciences participated in this study: 171 from the University of Guayaquil (Ecuador) and 145 from the University of Bologna (Italy). The overall mean age was 21.83 years (*SD*: 4.89; Range: 18–51 years), with 90.80% of the participants aged between 18 and 26 years.

Table 1 Characteristics of the participants

		n	%
Country	Italy	145	45.9
	Ecuador	171	54.1
Age	<= 21	203	64.2
	22–26	84	26.6
	> 27	29	9.2
Gender	Male	51	16.1
	Female	265	83.9

Data Collection and Analysis Procedure

A survey, one of the most widely used techniques in the field of social science research, was used for data collection (Goetz & LeCompte, 1998). Specifically, we administered a 40-item questionnaire to the sample of university students to determine their ideas and opinions on educative attention in the field of CLC. This data collection instrument makes it possible to collect detailed information from a group of participants using low material and human costs, which is sufficient to meet the objectives set by analysing the results obtained about the aspects of the study.

The questionnaire was developed in an ad-hoc way according to methodological criteria (Hernández-Sampieri & Torres, 2018). It has, in the first instance, undergone a validation process through the system of expert judgement, obtaining an inter-judge agreement of 97% on the relevance of each item for its application. Subsequently, to ensure the instrument's suitability for the object of study, a pilot study was carried out by administering the questionnaire to a group of students from other university contexts. Once this study was carried out, the final version of the questionnaire was obtained with an internal consistency index of over .65 (Cronbach's alpha value: .788). Finally, following the application of the method of two halves, the confidence in the instrument was estimated to be acceptable, with a value of .707 for the first part and .739 for the second part (Gliem & Gliem, 2003).

Table 2 Assignment of items to categories

Categories	Definition	Items
Curricular aspects in CLC	Students' ideas and opinions about the curricular aspects of CLC development (objectives, content, assessment)	18, 20, 31, 32, 33, 34
Educational resources in CLC	Students' ideas and opinions about resources for the promotion of CLC (personal and material resources, methodology, coordination)	7, 8, 19, 21, 22, 23, 24, 25, 26
Attention to diversity in CLC	Students' ideas and opinions on diversity-related aspects of CLC development	3, 4, 6, 9, 10, 17, 30, 38, 39, 40
Teacher training in CLC	Ideas and opinions held by students on aspects related to the training that future teachers receive for the promotion of CLC	1, 2, 5, 11, 12, 13, 14, 15, 16, 27, 28, 29, 35, 36, 37

Concerning the data analysis and based on the theoretical framework, an assessment and classification of the items in the questionnaire was carried out, assigning them to the four categories of analysis or dimensions shown in Table 2. After performing the factor analysis using the principal components method with varimax rotation, the existence of these factors was corroborated, explaining 65.40% of the total variance (the elements show appropriate values), with values of between .53 and .83.

Likewise, the four response options for each questionnaire item were also assigned a numerical score. Thus, strongly disagree equals a score of 1, disagree equals a score of 2, agree equals a score of 3 and strongly agree equals a score of 4. Two categories of classification of the four levels of response were also established: a) rejection: which includes responses 1 (strongly disagree) and 2 (disagree); b) acceptance: which includes responses 3 (agree) and 4 (strongly agree).

Descriptive statistics were used as analysis techniques, including frequency distribution, percentage, means, and standard deviation. Furthermore, for the comparative analysis between the different groups according to the nominal variable considered, gender, age and university, non-parametric statistics were applied, given the nature of the elements in their ordinal sense (the Mann-Whitney *U* test and the Kruskal Wallis test).

Results
In this section we present the most relevant results of our study after administering the questionnaire (see Appendix A for the questionnaire items),

General Descriptive Analysis
In the general descriptive analysis, the overall mean score was 2.84, which refers to an acceptance that is close to the agreed response of future teachers regarding educative attention to the promotion and development of CLC (*SD*: 0.80).

Among the most outstanding items was Item 33, for which 57.9% of the participants indicated that they strongly agreed with the idea that specific subjects are developed encompassing objectives and contents related to the development of CLC. Likewise, for Item 8, 93% agreed that the support staff in the educational centres specialised in promoting CLC.

Similar results were found for Item 20 (We consider that CLC is developed in educational centres at the Primary Education stage), insofar as 90.8% of the participants accepted the proposed idea. Likewise, 55.5% of participants agreed with the content of Item 34 (When considering assessment in educational centres, techniques and instruments related to CLC are considered to be of interest, with aspects related to CLC appearing in the assessment criteria).

In contrast with students' favourable statements about CLC, 62% of participants rejected the idea that the attention to diversity of active teachers in schools was valued for facilitating the development of CLC in learners (Item 38). Similarly, 57.3% of the participants thought that attention to diversity, which is key to facilitating the development of CLC in pupils (Item 39), was not valued by families. It is also striking that only 42.8% thought that CLC required educational action that considers the diversity of learners when promoting its development (Item 40).

Category Analysis
In this sub-section we present the most relevant results of the analysis in terms of the assignment of the items in relation to the four relative categories of educative attention to the development of the CLC (see Table 3).

Table 3 Results by categories

Categories	%				*M*	*SD*
	1	2	3	4		
Curricular aspects in CLC	1.73	9.48	46.83	41.93	3.29	0.67
Educational resources in CLC	7.86	18.6	41.64	31.9	2.98	0.82
Attention to diversity in CLC	10.03	44.63	36.25	9.10	2.45	0.79
Teacher training in CLC	11.52	27.38	43.54	17.52	2.67	0.88

When considering the categories as a whole, it was found that the category, Curricular aspects in CLC, had the highest average rating (3.29), followed by the category, Educational resources in CLC, with an average of 2.98. It is significant that the ideas and opinions of the participants about curricular aspects in the development of CLC were favourable, especially in three items: Item 33, with a score of .53 (There are specific subjects that include objectives and content related to the development of the CLC); Item 20 with a score of 3.36 (We consider that CLC is developed in educational centres at the Primary Education stage); and Item 34 with a score of 3.30 (When considering assessment at educational centres, the techniques and instruments related to CLC are considered to be of interest and aspects related to CLC are included in the assessment criteria). In this sense, 93% of the participants agreed and strongly agreed that support staff specialised in the promotion of CLC in schools (Item 8).

However, the categories least valued by the participants were, Attention to diversity in CLC, and, Teacher training in CLC, with an average of 2.45 and 2.67, respectively. Notably, an average of 58.87% of the participants rejected the idea of attention to diversity in the CLC. In particular, Item 38 (Attention to diversity is valued by teachers at the educational centres to facilitate the development of CLC in learners), Item 39 (Attention to diversity is valued by families to facilitate the development of CLC in learners) and Item 40 (CLC requires educational action that considers the diversity of learners when promoting its development), with average scores of 2.32, 2.41 and 2.42 respectively. Similarly, only 49.0% were in favour of the idea of

a university qualification directly related to the development of CLC (Item 28).

Comparative Analysis between Subgroups
The most significant results of the comparative analysis of the data according to the different groups in terms of the variables, gender, age groups and university origin are presented in Table 4.

Table 4 Overall comparative results

Categories	Gender		Age			University background	
	Male	Female	<= 21	22–26	> 27	Italy	Ecuador
Curricular aspects in CLC	3.20	3.30	3.23	3.35	3.41	3.37	3.22
Educational resources in CLC	2.80	3.01	2.90	3.11	3.16	3.02	2.94
Attention to diversity in CLC	2.55	2.43	2.58	2.23	2.17	2.47	2.41
Teacher training in CLC	2.59	2.71	2.73	2.60	2.60	2.71	2.64

Regarding the relationship between gender and ideas, it can be noted that the opinions of female students were significantly more favourable in terms of educative attention to the development of CLC and, specifically, the category, "Educational resources in CLC", the most prominent items being the following ($p < .05$, Mann-Whitney U test):

- Item 8: Support staff specialised in the promotion of CLC is available in schools ($M = 3.47$; sig.[i]: .003);
- Item 19: The extracurricular activities in the centres, for animation and coexistence, promote CLC in the learners ($M = 3.28$; sig.: .039);
- Item 22: Mechanisms of family-school collaboration exist in the educational community to promote CLC in learners ($M = 3.26$; sig.: .018);
- Item 7: In schools, there are teachers specialised in the promotion of CLC ($M = 2.64$; sig.: .036).

In analysing the results according to age, the group of students younger than 21 years of age stood out as most in agreement with the category, "Attention to diversity in CLC" and especially regarding the following items ($p < .05$, Kruskal Wallis test):

- Item 30: A favourable attitude towards diversity in education on the part of the educational community members is fundamental to facilitate the development of CLC in learners ($M = 2.77$; sig.: .001);
- Item 40: CLC requires educational action that considers the diversity of learners when promoting its development ($M = 2.57$; sig.: .000);
- Item 39: Attention to diversity is valued by families to facilitate the development of CLC in learners ($M = 2.54$; sig.: .000);
- Item 38: Attention to diversity is valued by teachers at the educational centres to facilitate the development of CLC in learners ($M = 2.42$; sig.: .009).

In terms of the variable of university origin, we found significant differences between the participants' ideas and opinions on the educational performance related to the development of CLC, with the subjects from the Italian context standing out by expressing themselves favourably about the category, "Curricular aspects in CLC", and, specifically, as expressed in the following items ($p < .05$, Mann-Whitney U test):

- Item 18: We consider that the CLC is worked on in educational centres at the infant education stage? ($M = 3.06$; sig.: .029);

- Item 20: We consider that CLC is developed in educational centres at the primary education stage? ($M = 3.46$; sig.: .022);
- Item 34: When considering assessment in schools, techniques and instruments related to CLC are considered to be of interest, with aspects related to CLC appearing in the assessment criteria ($M = 3.37$; sig.: .025).

Likewise, Italian participants were more favourable compared to the Ecuadorian group on the following items corresponding to the category, "Attention to diversity in CLC" ($p < .05$, Mann-Whitney U test):

- Item 3: In early childhood education centres, attention to diversity is facilitated to promote CLC among learners ($M = 3.92$; sig.: .000);
- Item 4: Primary schools facilitate attention to diversity to promote CLC among learners ($M = 3.60$; sig.: .000);
- Item 9: Adequate teacher training is essential to facilitate the development of CLC in learners ($M = 3.34$; sig.: .006);
- Item 17: The provision of personal resources to schools is essential to facilitate the development of CLC in learners ($M = 3.27$; sig.: .000).

Discussion and Conclusion
In conclusions we highlight the most significant results and their relationship with the theoretical framework through a discursive contrast with previous research:

Thus, we highlight that the group of university students valued the existence of CLC in the curriculum of the compulsory primary education period and the use of personal and material resources for its development.

The data are in line with the argument in studies such as the one conducted by Leite Méndez et al. (2012), confirming the convenience of teachers spending more time with learners to exercise communicative practices.

On the other hand, we found that the opinion about whether or not diversity was attended to in the centres was negative in the sense that it was not sufficiently addressed. Indeed, due to a shortage of personal and material resources the development of this competence was not valued by the teaching staff at the centres or by the families. However, this is in

contrasts with the opinion of the future teachers surveyed, who considered such action necessary.

In this sense, studies such as the one by Salvador i Liern (2016) highlight the need to address diversity and promote specialised didactics for communicative work in the classroom, which is one of the main shortcomings of education today.

We can also point out that the students stated that no specific qualifications for the development of this competence existed. However, specialisation towards the profiles of support teacher or teacher for special educational needs exist at universities, including those related to linguistic-communicative development. This highlights the need and importance of promoting the training of future teachers for the proper promotion of CLC in learners.

Similar statements about the lack of emphasis on communicative competencies in compulsory primary education teacher training, especially oral competencies, were recorded in studies such as that by Núñez Delgado and Santamarina Sancho (2014).

In the same vein, we find statements in studies that appropriate CLC development could only be achieved through adequate generalised teacher training coupled with collaborative approaches with the family (Brinton et al., 1997).

Finally, in relation to gender, women were significantly more favourable towards the importance of providing the necessary educational attention to the development of CLC, particularly in the provision of personal and material resources.

In terms of age, the youngest age group (< 21 years) was the one that most strongly agreed with the need to promote attention to diversity in CLC.

Referring to the contrast between contexts/universities, it is statistically significant that the group of university students from the Italian context was more in favour of the need to establish a curriculum that facilitates the development of CLC, defending the existence of adequate attention to diversity when it comes to promoting this competence in pre- and primary schools in their country.

At the same time, this group of Italian students was more positive than the group of Ecuadorian students in supporting the necessary training for all teachers and providing personal and material resources in schools for their promotion.

In this sense, it is worth considering what has been said about the pioneering sense that Italian schools have developed in educational inclusion since the 1990s (De Mauro, 2004), implementing laws that greatly reinforced attention to special educational needs throughout the country's education system, denoting a maturity in egalitarian educational awareness that is ahead of the rest of Europe and which in Spain slowed down until the beginning of the 21st century (Sciacca et al., 2008).

With this regulation the concept of inclusion for all was reinforced in the Italian context (Pavone, 2007), focusing on integral development and strengthening communication and social relations for all learners (Law No. 104 of 5 February 1992).

Thus, at a general level, the main result and contribution of this study is that future teachers in both universities/countries were positive towards the development of CLC in learners in primary education. It defends the idea that in specific subjects in educational centres the objectives and contents related to the development of CLC were attended to and that support staff specialised in the communicative facet and its assessment.

Given that not all the needs and attention to diversity in this area were met, we may emphasise the importance of reinforcing teacher training in the promotion of CLC in learners and the commitment to attention to diversity – aspects in which the Italian context stands out in the European environment.

An analysis of the role of CLC and how training about adequate attention to diversity in the classroom in teacher training in other geographical contexts and on different continents could be possible lines of future studies.

Authors' Contributions
AL de la R (conceptualisation; investigation; project administration; validation; writing – original draft; writing – review and editing). RGC (conceptualization; formal analysis; methodology; validation; writing – original draft; writing – review and editing). IGM (data curation, formal analysis; acquisition of funding; supervision; validation; writing – review and editing). AVS (data curation; formal analysis; resources; software; validation; writing – review and editing).

Notes
i. Asymptotic significance (bilateral test) of the Mann-Whitney *U* test.
ii. Published under a Creative Commons Attribution Licence.
iii. DATES: Received: 9 March 2023; Revised: 25 June 2024; Accepted: 13 November 2024; Published: 28 February 2025.

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Appendix A: List of Questionnaire Items

1	University students are adequately trained in the promotion of CLC in the learners we will serve.
2	In the curriculum of my degree programme there are specific subjects for learning the didactics of CLC.
3	In early childhood education centres, attention to diversity is facilitated to promote CLC among learners.
4	Primary schools facilitate attention to diversity to promote CLC among learners.
5	In our curriculum, CLC is promoted as part of the future teacher's education.
6	Throughout my experience as a student, I have shared groups and classmates in which the attention to diversity in the CLC has been evident and has been considered enriching for everyone.
7	In schools, there are teachers specialised in the promotion of CLC.
8	Support staff specialised in the promotion of CLC is available in schools.
9	Adequate teacher training is essential to facilitate the development of CLC in learners.
10	The provision of material resources to educational centres is essential to facilitate the development of CLC in learners.
11	In our curriculum, CLC is considered transversally in several subjects and its didactics.
12	When proposing the methodological strategies in our teaching programmes, we consider the CLC as an axis of interest.
13	When proposing the evaluation strategies in our teaching programmes, we consider the CLC as a focus of interest and a technique to be used to demonstrate the achievement of the objectives.
14	In our teaching programmes we consider diversity in CLC in our learners as a factor for adequate attention to diversity.
15	In our university there are university professors specialised in the development of CLC in learners.
16	In our university there are cultural extension or curricular development activities related to the promotion of CLC in learners.
17	The provision of personal resources to schools is essential to facilitate the development of CLC in learners.
18	We consider that the CLC is worked on in educational centres at the infant education stage.
19	The extracurricular activities in educational centres, for animation and coexistence, promote CLC in learners.
20	We consider that CLC is developed in educational centres at the primary education stage.
21	Schools are equipped with sufficient and specialised material resources for the promotion of CLC in learners.
22	Mechanisms of family-school collaboration exist in the educational community to promote CLC in learners.
23	In the educational community, there are mechanisms for collaboration between schools and local institutions for the promotion of CLC among learners.
24	There is a specific regulation that governs the promotion of CLC among learners in compulsory education centres.
25	There are coordination units/teams at the regional or provincial level for the promotion of CLC among learners in educational centres.
26	The teaching strategies used by teachers in the classroom take into consideration the importance of promoting CLC in learners.
27	In our university there are staff specialised in the attention to the diversity of university students around their CLC.
28	There is any university qualification in our centre directly related to the development of the CLC.
29	In our university there is any mention or specialty within the qualifications related to the teaching function that focuses on CLC.
30	A favourable attitude towards diversity in education on the part of the educational community members is fundamental to facilitate the development of CLC in learners.
31	In the educational centres, programming and evaluation by competencies and not only by objectives/contents are taken into account.
32	The subjects of the educational stages deal in a transversal way with objectives and contents related to the development of the CLC.
33	There are specific subjects that include objectives and content related to the development of the CLC.
34	When considering assessment in educational centres, techniques and instruments related to CLC are considered to be of interest, with aspects related to CLC appearing in the assessment criteria.
35	There are sign language interpreters in classrooms with deaf learners.
36	There are specific plans/itineraries in the degree of specialisation in attention to learners with language and hearing problems.
37	Cultural services in the community are adapted for learners with low CLC.
38	Attention to diversity is valued by teachers at the educational centres to facilitate the development of CLC in learners.
39	Attention to diversity is valued by families to facilitate the development of CLC in learners.
40	CLC requires educational action that considers the diversity of learners when promoting its development.