



## Addressing CLIL lecturers' needs: reflections on specific methodological training [

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text (article)

Analítica

Following the launch of the project 'Analysis and quality assurance of plurilingual Higher Education programmes in Andalusia', diverse voices have been warning, irrespective of specific linguistic problems, about the difficulties university teachers might have in implementing a CLIL approach in the classroom. This study delves into the nature of the problem whilst studying the extent to which CLIL lecturers in different Andalusian public universities are aware of potential hurdles. The observational study intends to identify lecturers' perceptions on their teaching skills when delivering CLIL lessons. The rapid expansion of Integrating Content and Language in Higher Education institutions requires more research into the key additional teaching skills needed in order to deliver high quality instruction. The sample consists of 138 lecturers belonging to 66 different fields of knowledge, distributed across six public universities in the Spanish region of Andalusia. A 15-item survey was designed and implemented online in the academic year of 2016/2017. The results allow us to identify methodological shortcomings among Andalusian CLIL lecturers. This analysis contributes to design a specific programme for didactic training addressed to CLIL university teachers

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