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## ESP vs. CLIL: A COIN OF TWO SIDES OR A CONTINUUM OF TWO EXTREMES?

### Abstract

Contributed to by the strong drivers of socio-economic globalisation, CLIL (Content and Language Integrated Learning) programmes with a dual-purpose of accommodating both language and content learning have increased at speed recently in Taiwan's tertiary education. However, compared to ESP (English for Specific Purposes), which also emphasises language learning as well as some content knowledge, and has received much attention in both research and practice, research on CLIL and comparisons of the two teaching approaches are still rather underrepresented in Taiwan. To bridge this gap, the present study aims to examine the actual practices of both approaches, looking at the status of language and content in individual classrooms. A total of 21 CLIL and ESP courses were observed, and teachers' viewpoints were collected to understand how teachers implemented the two approaches in the classroom. Moreover, variables of course type, teacher's first language and expertise were analysed to measure any possible significant differences. The results indicate that CLIL teachers spend much more time on content teaching but pay less attention to language teaching; in contrast ESP teachers normally attend to both learners' language development and disciplinary knowledge. Detailed discussion of the results and further suggestions are provided.

43

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### Key words

CLIL, ESP, comparative study, Taiwan tertiary education.

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