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THE DEPLOYMENT OF ENGLISH LEARNING STRATEGIES IN THE CLIL APPROACH: A COMPARISON STUDY OF TAIWAN AND HONG KONG TERTIARY LEVEL CONTEXTS

Abstract

This paper compares and contrasts the English learning strategies used by Chinese speakers under the CLIL approach in two different contexts, Taiwan and Hong Kong. We adopted Oxford's (1990) Strategy Inventory for Language Learning (SILL) as our instrument to identify their strategy preferences. The results demonstrate that both Taiwanese and Hong Kong CLIL learners use Language Learning Strategies (LLS) to a medium degree, but the former deploy LLS more frequently than the latter. Taiwanese learners tend to use indirect strategies more often than direct strategies, completely opposite to their Hong Kong counterparts. The rankings of the LLS preferences of the two groups also differ. Their preferences differ from the common assumption that Chinese-speaking learners rely more on memory strategies due to the traditional rote learning style. The Taiwan group shows many significant intra-group variations among the gender, discipline, and English level variables. In contrast, the Hong Kong group exhibits less variance between these variables. Finally, it was found that the employment of 27 strategies out of 50 (54%) demonstrated significant differences between the two contexts. Offering bridging courses in ESP or EAP to scaffold learners with specific language knowledge before mastering the subject matter is recommended in the EFL contexts where CLIL will be implemented.

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Key words

content and language integrated learning (CLIL), language learning strategies (LLS), Taiwan, Hong Kong, tertiary level.

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