

Measuring the Compatibility of CLIL and ESP at Higher Education

Undergraduate English language teacher training programs in Vietnam typically do not include courses on how to teach ESP. The consequence is that ESP courses for undergraduate non-English majors at universities across South-East Asia are usually taught by teachers who have little or no training in teaching ESP. This research delves into the intricate landscape of English for Specific Purposes (ESP) course design within Vietnamese tertiary education, exploring key facets that shape the learning experience. The study I report in this paper used a survey of 115 Vietnamese students who were taking part in their ESP courses at their own university from 6 different majors discern the strengths, weaknesses, and expectations within the current ESP curriculum. Findings of this paper are to suggest ways to improve the design of ESP courses, meeting the particular requirements of students in Vietnamese higher education institutions. By doing this, the research adds to the current discussion on ESP teaching, providing useful insights for teachers, course designers, and decision makers.

Online Profile

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