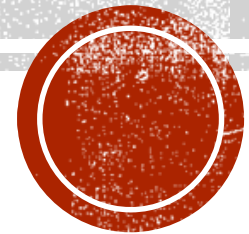


# **CHAPTER 3**

## **EFL and ESL Teaching Settings**



# Q/ WHAT ARE THE DIFFERENCES BETWEEN EFL AND ESL SETTINGS?

## EFL settings

1- English as a foreign language is studied by people who live in places where **English is not a first language** such as Iraq, Italy, and Saudi Arabia.

2- In many EFL contexts, **the population is homogeneous** in many ways, for example, all sharing a similar history of being Iraqi, German, or Italian. They share the same history and background.

3- In EFL settings there are **fewer chances for the students to use English outside the classroom.** Quite often the only understandable English some EFL students experience is in the classroom.

## ESL settings

1- People who study English as a second language are Iraqi, Italian, Spanish, or Chinese and they live in countries **where English is the first or native language** such as, Australia, New Zealand, Canada, United Kingdom and United States.

2- In ESL contexts, however, for **the most part are quite heterogeneous.** Students from a great variety of countries can be found in the same ESL classroom. They share different history and background.

3- When ESL students leave the classroom, they can enter any number of situations in which **they can hear and use English.**



## **What is the goal of learning EFL?**

**In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and Universities and, more recently to be able to use English as a global language.**

## **What is the goal of learning ESL?**

**The goal is often quite different for young people studying ESL in the United States and other countries where the medium of communication is English. In ESL settings the purpose is often tied to literacy. The aim is to use English like a native speaker, including being able to read, write and interact in English in culturally defined ways.**

**Q/ Why are these two terms, EFL and ESL not always adequate to describe English teaching settings?**

**Because the learners in ESL and EFL settings have many different goals of learning and it is not adequate to consider that all language programs within these settings as alike.**

**For example:**

There are individuals in EFL settings who want to be literate in English need to learn English to communicate effectively with others, including those interested in living abroad, doing international business, working as translators and so on.



## **Q/ How does not all English fit neatly into the category of EFL and ESL?**

This is especially clear when focusing on these populations of people around the world who use an institutionalized second language variety of English. Such populations use English on a day-to-day basis alongside one or more other language such institutionalized varieties of English are also called *New Englishes*.



## Q/ What is the meaning of New Englishes? Or define New Englishes?

**International English language which is used by nationals of the same country for communication other than the mother tongue. A new English develop through the educational system where it is often used as the medium of instruction, and within various other institutions, such as government offices. However, the mother tongue is used in the most other contexts, such as interaction with friends and family members.**



## **Q/ Where did New Englishes develop?**

**New Englishes have especially developed in countries in Africa (e.g. Ghana, Kenya, Nigeria, Tanzania, Zambia) and Asia (e.g. Bangladesh, India, Pakistan, Philippines, Singapore, Sri Lanka), where there was a need for official language. Some countries developed English after colonial rule.**

**As new Englishes developed in each of these countries, they tended to take on some of the language features unique to the users' native language or languages such as:**

- 1- Pronunciation**
- 2- Choice words**
- 3- Syntactic features**



# What are example of EFL and ESL teaching settings?

## EFL:

- 1- Public schools
- 2- Universities
- 3- Public language schools
- 4- Private language program

## ESL:

- 1- Public schools
- 2- University language programs
- 3- Literacy centers



## EFL Teaching settings.

**1- (Public Schools):** English is presently taught to **EFL** students in public schools world wide, and in recent years the trend has been to offer English to younger and younger students.

For example, in the recent past , English was introduced to most Japanese students at the age of 13, when they entered junior high school. However, recently the Ministry of Education established a new English curriculum for the public schools that include teaching English to elementary school students through music, games, and other engaging activities.



**2- (University EFL settings):** offer a variety of different English programs. Most universities worldwide require students to take several semesters of a foreign language, and English is either a choice among other languages or required.

Most university-wide English programs include courses on grammar, reading, listening, and conversation. **Non-native English speakers** often teach the reading and grammar related courses, While **native or near-native speakers** (often nationals who have studied abroad) are often asked to teach conversation because of a widely held (and often misinformed) belief that only native English speakers can teach students to converse.



**3- (Public language schools):** Some of these schools have an assortment of English programs and classes, while others are smaller and more specialized. It is also worth pointing out that although there are well-established excellent language schools, there are also, unfortunately, a number of schools that have no solid theoretical foundation, hire unqualified teachers, and rely on the textbook to teach the students.

**For example:**

**(Read the second paragraph on page 44 from your textbook)**



**4- (Private language program):** These programs are usually established to meet the English language needs of people who work in government positions, such as diplomats and embassy personnel, or the private sector, for example, those who work in the tourist industry (hotel clerks, tour guides), the airline industry (pilots, flight attendants, check-in clerks), oil industry (engineers, technicians on oil rigs), and business (managers headed overseas, those doing international business).



## ESL teaching settings

**1- (Public schools):** A wave of immigrants to English-speaking countries such as Australia, Canada, and the United States has created a challenge for the public schools systems to educate children who are just beginning to learn English. Another population in public schools includes Generation students. These students are long-term residents of the United States, Canada, Britain, New Zealand, and Australia, and they are usually quite **fluent in spoken English**. However, many of these students still have language problems, especially with **writing** and occasionally with **reading**. A problem is that many of these students do not want to be labeled as ESL students, and many tend to avoid being grouped with recent immigrants.



This will make some problems for the teachers who do not know how to teach students who have native-like proficiency in spoken English but have ESL features in their writing. School districts have responded to the needs of K-12 students in a variety of ways. And their response has been to place most immigrants in low-track or remediation programs.

### K-12 ESL Programs:

**1- (Newcomer program):** It used when ESL students first arrive, faculty and students join efforts to make the ESL and minority students feel welcome, offer personal-social support, give an orientation to the school, asses language skills, provide survival English for those who need it, and provide cultural adjustment advice.



**2- (pullout model):** A separate program that addresses students language and academic needs in which ESL specialists pull students out of their grade-level classrooms for ESL lessons.

**Q/ what are the benefits of pulling students out of their grade-level classroom?**

**1- Time can be used to address content needs.**

**2- Review lessons to clear up language and concept problems.**

**3- Bond with a person who cares.**

**4- Provide survival-level oral English and reading instruction for beginning level students.**

**It is important to point out that pullout programs with little direct connection to what students are studying and doing in their grade-level classroom have been shown to be ineffective way to facilitate success in school.**



**3- Inclusion model:** It is an approach in which ESL teacher goes into the classroom to work with the ESL students, either as a small group or individually, during classroom instruction.

**Q/ What are the benefits of inclusion model?**

**1- The inclusion gives ESL teacher direct access to what is going on in the classroom.**

**2- The ESL students can voice their problems and concerns with language and content while class is in process, and the ESL teacher can immediately address these problems.**



**4- Team-teaching model:** Also known as a co-teaching model, the ESL teacher and grade-level teacher team-teach the class. As equal partners, they plan and take turns teaching both native and ESL students.

**Q/ What are the benefits of team-teaching model?**

**1- ESL teacher can use ESL teaching strategies to present material to the students.**

**2- The ESL students perceive themselves as students rather than ESL students' ; they are not singled out as different.**



**5- Subtractive Bilingualism Program:** The bilingual teacher begins with using the students' native language while developing their second language. As students develop the second language and culture, more and more emphasis is placed on using the second language.

**6- Additive Bilingualism Program:** Unlike subtractive bilingualism which is criticized because the goal is to take cultural identity away from the child, additive bilingualism aims at providing students with the opportunity to become fully literate in both their native and second languages.



**2- (University language programs):** Another group of ESL students are those who travel abroad to study at universities in English-speaking countries. Not all of these international students enroll in degree programs; rather, some first take classes in a university ESL institute before going on to the degree program, and some simply come to study at the institute and then return home.

Some institutes are quite large, attracting hundreds of students and including numerous kinds of English language programs, while smaller, lesser-known colleges and universities attract a more modest number of students to a single program that aims at meeting their academic and social needs.



## English programs at language institutes:

**1- English for Academic Purposes Program:** This program is usually lasts a full semester. Students study 20 to 25 hours each week in one of several levels (or in mixed levels), in such courses as reading, writing, listening, oral communications, grammar, pronunciation, English online, vocabulary building, and intercultural communication. At the beginning levels the goal is to develop basic language skills; at higher level students turn to TOEFL Preparation and more academic subjects, including courses in listening to lectures, research writing, and classroom communications.



**2- English for Business:** This program is usually designed for international students who want to gain entrance into an MBA program or business professional who want to further develop their English.

**3- TOEFL Preparation:** Some of the larger institutes have separate programs just for students who want to raise their TOEFL score.

**4- Advanced Academic Preparation:** Some of the larger institutes offer short (5- to 7 weeks) programs for advanced learners who will begin their studies at an American university.



**5- Bridge program:** This program offers students the opportunity to be a part-time students in a university degree program while taking support classes at the language institute.

**6- English for Law:** A few language institutes offer English for legal professionals and pre-law students.

**3- Literacy Centers:** ESL is also taught in refugee and literacy centers where, depending on political climate, learners come from a variety of nations. Refugees are indeed a mixed group; they often include doctors, nurses, teachers, businesspeople, construction workers, farmers, and migrant workers, among others. Newly arrived refugees usually attend classes in English, as well as in employment preparation programs.



## Q/ How the literacy centers and refugee programs are similar?

**Firstly**, while literacy programs are usually larger in scope than refugee programs, they are concerned with the literacy of people born in the country, as well as immigrants. **Secondly**, They both provide classes designed to meet the needs of the students, such as classes in survival English for those who cannot communicate in the language. **Thirdly**, They also train and depend on volunteer tutors to teach refugees.



## **Q/ Why understanding different teaching settings is important?**

- 1- To remind you that teaching English is context dependent. How and what we teach depend very much on the setting.**
- 2- The goals of teaching ESL to immigrant children in an elementary school in the United states are quite different in many ways from those of teaching EFL to elementary school children in Japan.**
- 3- In USA setting, the goal is to fully integrate children into the academic and social system.**
- 4- In Japan, the goal is most likely to give children an appreciation of English, the concept of communication in another language, and a basic understanding of grammar and vocabulary.**

