

College of Education for Humanities

Department of English Language

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Ch3 Teaching Language Skills

Q1: What is an EFL teaching setting, and how does it differ from an ESL setting?

A1: An **EFL (English as a Foreign Language)** setting refers to learning English in a country where English is *not* the native language (e.g., Italy, Saudi Arabia, Vietnam). In contrast, an **ESL (English as a Second Language)** setting occurs in countries where English *is* the main language (e.g., the U.S., U.K., Canada). EFL classrooms are usually **homogeneous**, giving students limited opportunities to use English outside class, while ESL classes are **multicultural**, with learners immersed in English in daily life.

Q2: How do learning goals and contexts vary between EFL, ESL, and New English-settings?

A2: In **EFL settings**, learners often study English to pass exams or use it for global communication. In **ESL contexts**, the goal is native-like literacy and daily interaction. Meanwhile, **New English** (e.g., in India, Kenya, Singapore) have developed where English functions as an **institutional language**, blending local linguistic features and serving as a medium of communication within the country.

Q3/ What are examples of EFL and ESL teaching settings?

EFL teaching settings include public schools (K–12), universities, public and private language schools.

ESL teaching settings include public schools (K–12), university language institutes, and refugee/literacy centers.

There are also overlapping settings (e.g., international schools and English-medium universities in non-English-speaking countries) that share features of both EFL and ESL environments.

Q4: How is English taught in EFL public school systems around the world?

English is increasingly being introduced at younger ages in many EFL countries. For example:

Japan: English now begins in elementary school through games and songs.

Turkey, Italy, and Saudi Arabia: English instruction has been moved to lower grades.

In places like South Korea, English lessons emphasize reading and listening due to exam requirements, while in Saudi Arabia, English is taught four days a week for comprehension and communication rather than exam purposes.

Q5: What kinds of English programs are offered at universities in EFL settings?

Universities in EFL contexts offer:

General English courses (grammar, reading, listening, conversation)

English for Specific Purposes (ESP) (e.g., English for tourism, medicine, or journalism)

English major programs with various specializations (e.g., linguistics, literature, applied linguistics).

Non-native teachers often handle grammar and reading, while native speakers are usually assigned conversation classes.

Q6: What are examples of public and private language schools in EFL contexts?

Public language schools (e.g., Hess Language School in Taiwan) offer structured programs for children and teens with interactive methods.

Large private centers (e.g., AUA in Thailand) provide multi-skill, academic, and TOEFL® preparation programs.

Cram schools in Japan focus on exam preparation.

Small schools (e.g., Calvary English School, Tokyo) emphasize playful learning.

Private business programs (e.g., Heuristic Associates in Japan) train professionals for international communication.

Home-based schools provide personalized or conversational English lessons to small groups.

Q7: What challenges and solutions exist in ESL public school programs (K–12)?

ESL students in English-speaking countries vary widely—some are recent immigrants with limited schooling; others, like Generation 1.5 students, are fluent speakers but weak writers.

To support them, schools use different models:

Newcomer Programs: Orientation and survival English for new arrivals.

Pullout Programs: ESL students receive separate instruction.

Inclusion Programs: ESL teachers assist inside mainstream classrooms.

Team-Teaching Programs: ESL and subject teachers co-teach.

Bilingual Programs:

Subtractive bilingualism—emphasizes the new language over the native one.

Additive bilingualism—develops literacy in both languages.

Q8: What kinds of ESL programs are offered in university settings?

University ESL programs serve international students preparing for academic study. Common types include:

English for Academic Purposes (EAP) – intensive academic English instruction.

English for Business – for MBA or professional preparation.

TOEFL® Preparation – to meet admission requirements.

Bridge Programs – combining academic study with language support.

English for Law or Technology – for specialized professions.

Courses develop academic reading, writing, listening, and intercultural communication.

Q9: How are refugees and adult learners supported in ESL contexts?

Refugee and literacy centers provide survival English and cultural orientation for displaced adults.

Examples include:

Colorado Refugee ESL Program (CRESL) – serves refugees from countries such as Iraq, Sudan, and Myanmar.

Greater Pittsburgh Literacy Council – helps immigrants and native-born adults with English, literacy, and job skills.

These programs often rely heavily on trained volunteers who also offer emotional and cultural support.

Q10: What are overlapping EFL/ESL teaching settings?

Some contexts combine features of both EFL and ESL:

International schools (K–12): Students from various nationalities study all subjects in English, creating an English-speaking micro-environment within a non-English-speaking country.

English-medium universities in EFL countries: For example, Al Ain Men's College (UAE) and Sophia University (Japan) conduct instruction in English, requiring high English proficiency for success, even though students revert to their native language outside campus.