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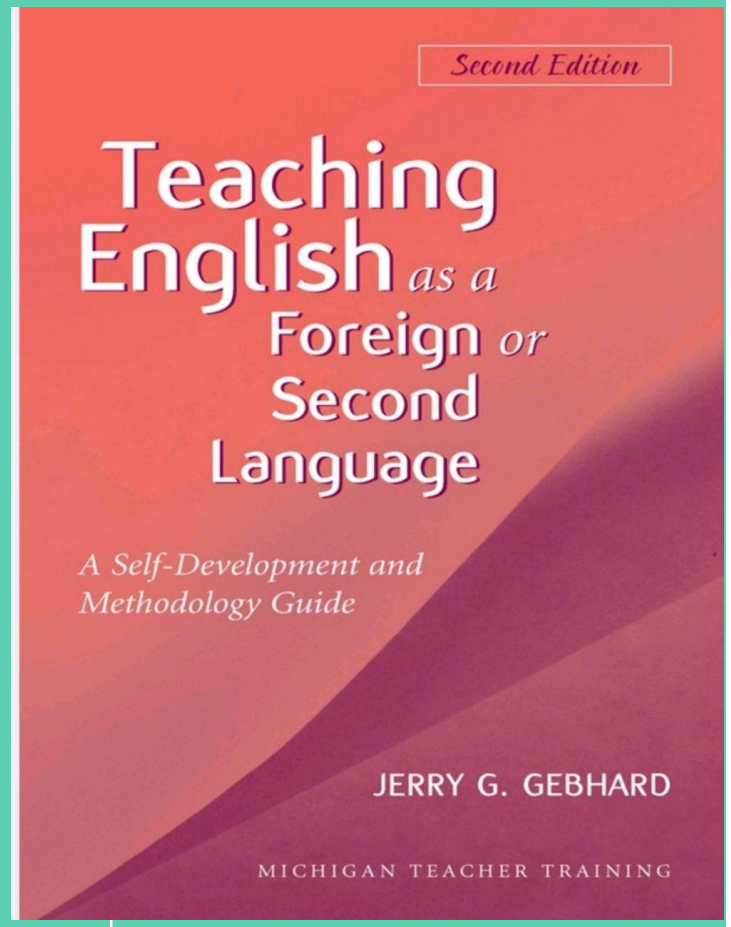

presentation title

Teaching English as a Foreign or Second Language

A Teacher Self-Development and Methodology Guide

Second Edition

JERRY G. GEBHARD

WHAT IS AN EFL TEACHING SETTING?

WHAT IS AN ESL TEACHING SETTING?

EFL (English as a Foreign Language) refers to learning English in countries where English is not the main language, such as Italy, Saudi Arabia, or Vietnam. ESL (English as a Second Language) refers to learning English in countries where English is the main language, such as the U.S., U.K., or Australia.

The two settings also differ in their student populations. EFL classes usually have students from the same country and language background, making them homogeneous. In contrast, ESL classes are more diverse, often including students from many different countries and languages.

However, the terms EFL and ESL are not always sufficient to describe English teaching situations today, since English is now used as an international language in many contexts that do not fit neatly into either category.

The passage explains the practical differences between EFL (English as a Foreign Language) and ESL (English as a Second Language) settings:

- In EFL settings: Students have limited opportunities to use English outside the classroom. Often, the classroom is the only place where they hear or use understandable English.

However, this situation has been changing gradually due to technology such as the Internet and satellite TV, which provide more exposure to the language.

- In ESL settings: Students can use English in real-life situations after leaving the classroom because they live in an English-speaking country. hear and use English in daily interactions, at work, and in society, which helps them develop fluency faster.

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In terms of learning goals:

In EFL countries, the main goals are usually to pass entrance exams for schools or universities and to use English as a global communication tool. Therefore, the focus is often on analyzing and understanding English rather than speaking it fluently.

ESL settings, the goal is to use English like native speakers, developing literacy skills such as reading, writing, and interacting in culturally appropriate ways.

In short:

EFL, English is taught more than it is used.

In ESL, English is used daily, so learning is more practical and immersive.

This passage highlights that the differences between EFL and ESL are not always strict, as there are overlaps between the two settings. Here's the explanation in English:

Even in EFL environments, some learners want or need to become highly proficient and literate in English. These include people who plan to live abroad, work in international business, become translators, or work in tourism. To meet these needs, English programs in EFL countries provide rich language experiences, helping learners practice English intensively and adapt to other cultures. These programs also teach students strategies for lifelong language development.

Similarly, in ESL environments, there are learners who study English mainly to pass exams, such as the TOEFL (Test of English as a Foreign Language) required for university admission, or standardized school tests in public education.

👉 **In summary:**

Some EFL learners study English for real-world communication and professional purposes, not just exams.

Some ESL learners focus mainly on passing academic or official tests.

This shows that the goals and experiences of English learners can overlap across EFL and ESL contexts.

WHAT ARE EXAMPLES OF EFL AND ESL TEACHING SETTINGS?

EFL Teaching in Public Schools English is now taught to EFL students in public schools around the world, and there is a growing trend to introduce English to younger students.

In Japan, English used to start at age 13, but now it begins in elementary school through fun, interactive activities like songs and games.

Turkey, Italy, and Saudi Arabia have also lowered the age at which English instruction begins to the elementary level.

The amount and method of instruction differ from country to country:

In South Korea, elementary students study English 40 minutes twice a week, focusing on integrated skills (reading, writing, listening, speaking) through games and songs, but also traditional grammar drills. In junior high, English is taught four days a week for 45 minutes each day, with more focus on listening and reading because English counts toward college entrance exams.

In Saudi Arabia, students also study English four days a week for 45 minutes per class. Textbooks are supervised by the Ministry of Education and reflect Muslim values, focusing on comprehension and communication rather than exam preparation, since English is not part of the university entrance exam (except for English majors).

EFL Teaching in UniversitiesAt the university level, English programs vary widely:

Many universities require students to take several semesters of a foreign language, and English is often either mandatory or a popular option.

Typical courses include grammar, reading, listening, and conversation. Non-native teachers usually teach reading and grammar, while native or near-native speakers (often locals who studied abroad) are often assigned to teach conversation, based on the misconception that only native speakers can effectively teach speaking skills.

Some universities also offer English for Specific Purposes (ESP) courses to meet the needs of different majors. Examples include:

Tourism and English for Hotel Management students

English in Mass Communication for Journalism students

Reading Medical Journals in English for Pre-Med students

Finally, some universities offer full English major programs with different specializations. For example, Eötvös Loránd University in Budapest has departments for American Studies, Applied Linguistics, English Linguistics, and English Literature.

Public Language Schools in EFL Settings In recent years, the number of public language schools in EFL (English as a Foreign Language) contexts has increased significantly.

Some of these schools are large and diverse, offering a wide range of English programs and courses.

Others are small and specialized, focusing on specific types of English instruction.

However, the quality of these schools varies greatly.

Many schools are well-established and reputable, providing high-quality education. Yet, some lack a strong theoretical foundation, employ unqualified teachers, and depend too heavily on textbooks rather than using effective teaching methods.

Example: Hess Language School in Taiwan Hess Language School in Taiwan is a well-known and respected large, specialized English school that focuses on meeting the language learning needs of Taiwanese children.

The school offers several programs tailored to different age groups:

Step Ahead: The main program for 9–15-year-olds, focusing on listening and basic writing skills.

Jump Series: A play-based program for 4–6-year-olds, emphasizing learning through games and fun activities.

Kids Club: An activity-centered program for 6–8-year-olds, designed to make learning English enjoyable.

Hess also provides various extracurricular activities that enrich students' English experience, such as:

1-The National Youth Speech and Writing Competition

2-The Magical English Drama Club

3-Hess Family Reading Club

ESL TEACHING MODELS IN K–12 SCHOOLS

School districts have developed different ways to meet the needs of **ESL (English as a Second Language)** students in **K–12 education**, but not all approaches have been effective.

K(**Kindergarten**)

1. Remediation and Low-Track Programsرامج الدعم والمسارات التعليمية المنخفضة المستوى Some schools, overwhelmed by the growing number of immigrant students with language and cultural adjustment challenges, have placed these learners in remedial or low-level classes.

This approach is counterproductiveالنهج يأتي بنتائج عكسية , as it limits students' opportunities to interact and develop the language and academic skills they actually need to succeed.

2. The Pullout Model :In this model, ESL specialists take students out of their regular classrooms for special English lessons.

Advantages :Students receive focused attention on language issues, review classroom content, and get extra support in reading, writing, and survival-level English.

Disadvantages: Pullout programs often fail when they are disconnected from the main classroom curriculum. Research shows that students are more successful when there is ongoing collaboration between the ESL teacher and the classroom teacher

3. The Inclusion Model نموذج الدمجHere, the ESL teacher enters the regular classroom to support ESL students individually or in small groups.

Advantages: The ESL teacher gains direct insight into classroom activities and assignments. students can ask for help in real time, and the teacher can immediately address language or content difficulties.

Challenges: The ESL teacher may not always be available due to responsibilities in multiple classes or schools. Older students may feel embarrassed to receive visible language support in front of their peers.

A third approach to teaching ESL (English as a Second Language) students is the team-teaching or co-teaching model.

In this approach, the ESL teacher and the grade-level teacher work together as equal partners, planning lessons and taking turns teaching both native and ESL students.

Benefits: The ESL teacher can apply ESL teaching strategies directly within the classroom. ESL students see themselves as regular students, not as "ESL students," which prevents them from feeling singled out or different.