**EFL/ESL Setting(Page39-41)**

EFL is an acronym for English as a Foreign Language and is studied by people who live in places where English is not a first language, such as in Italy, Saudi Arabia, and Vietnam. ESL is an acronym for English as a Second Language. People who study ESL speak other languages, such as Spanish, Arabic, Chinese, or Swahili as their first 39 or native language. However, they live in places where English is used as the first or native language, such as Australia, New Zealand, Canada, the United Kingdom, and the United States. It is possible to point out a few other differences between EFL and ESL settings. To begin, student populations differ. In many EFL contexts, the population is homogeneous in many ways, for example, all sharing a similar history of being Korean, German, or Egyptian. ESL settings, however, for the most part are quite heterogeneous. Students from a great variety of countries can be found in the same ESL classroom. For example , an ESL class with students from Italy, Costa Rica, Japan, Korea, Malaysia, Thailand, Bangladesh, the United Arab Emirates, and Turkey. Further, in EFL settings there are fewer chances for students to use English outside the classroom. Quite often the only understandable English some EFL students experience is in the classroom, although this has been progressively changing due to the spread of technology, such as the Internet and satellite television. In contrast, when ESL students leave the classroom, they can enter any number of situations in which they can hear and use English. In addition, the goals of learning EFL and ESL are often quite different. 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 . As such, much of the teaching in the junior and senior high schools is directed at being able to analyze and comprehend English to pass entrance examinations and to communicate in English with people from other parts of the world, at least at a basic level. However, 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 the ESL setting, 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. Of course, there are individuals in EFL settings who want to be literate in English and need to learn English to communicate effectively with others, including those interested in living abroad, doing international business, working as translators, and working in the tourist industry. Subsequently, to meet this need English language programs and teachers provide language-rich experiences for learners within countries that are traditionally thought of as EFL settings. Such programs often offer students lessons on adapting to other cultural contexts while using English and gaining strategies to develop English throughout their lifetimes. Likewise, there are those who study in ESL settings who need to pass entrance exams, for example, students at language institutes who have to pass TOEFL (Test of English as a Foreign Language) to gain admittance into an American university and ESL students in K–12 settings who have to pass standardized tests given to all students in the public school system. Such examples certainly illustrate the inadequacy of considering all learners within an EFL/ESL setting as having the same goals and of considering all language programs within these settings as alike.

**New Englishes (page 41)**

It is important to point out that not all English fits neatly into the category of EFL or ESL setting .This is especially clear when focusing on those populations of people who use an institutionalized second-language variety of English. Such institutionalized varieties of English are called “**New Englishes** which function as international languages “ other than the mother tongue, which is used by the nationals of the same country for communication. A New English develops through the educational system where it is used as the medium of instruction and within different other institutions, such as government offices. However, the mother tongue is used in most other contexts, such as in interaction with friends and family members.

Such New English have especially developed in countries in Africa such (e.g. , Ghana, Zambia…) , and Asia (e.g. , India, Pakistan, Singapore…) where there was a need for an official language. Some countries developed English after colonial rule, For example Kenya was a British colony from 1920to 1963;English was the official language for several years , but Swahili has since replaced it. As New Englishes developed in these countries ,they tended to take on some of the language features unique to the users’ native languages, such as pronunciation , choice of words , and syntactic features . For example, the English used in Singapore has syntactic (word order), phonemic (pronunciation of vowel sounds)and lexical (word choice features of Chinese and Malay , so much that it is difficult for many outsiders to comprehend this variety of English when they first encounter it.

**(EFL) public language schools :**

Some of these schools has greatly increased in recent years.

rely an assortment of English programs and classes, while others are smaller and more specialized.

There are some well- established excellent language schools.

There are unfortunately a number of schools that have no solid theoretical foundation, hire unqualified teachers, rely on the textbook to teach the students. (2 Examples on page42-43)

University EFL Setting

most universities worldwide require students to take several semesters of foreign language.

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 are often asked to teach conversation because they only can teach students to converse.

Some universities in the EFL setting offer English for specific purposes(ESP) to fill a need within a particular major. For example, students majoring in Hotel Management might be required to take a course on Tourism and English, a student majoring in journalism , a course on Mass Communication , and a student majoring in pre-med , a course on reading medical journals written in English.

**(EFL) public language schools (Page 43-44)**

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 **(EFL) private language schools**

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 such as tourist industry ( hotel, clerks, tour guides), airlines industry (pilots, flight attendants, check-in, clerks), oil industry (engineers, technicians on oil rigs), business (managers headed overseas, those doing international business).

**(EFL) private language program**

The home based schools. Although unnoticed outside EFL teaching circles, there are many of these schools worth pointing them up .These private language schools are usually rather small, run by one or two teachers .Such as in preparing high school students to pass college entrance exams .Giving businesspeople chances to practice conversational English .Preparing people to travel in English speaking setting. Those who start these schools do not advertise , finding students through local networking. An example illustrates a typical home school . When a teacher was living in Thailand , he started a small private language school. Three mornings each week , before he left for his regular job , he welcomed three or four Japanese businessmen into his home. They sat around the kitchen table . As they sipped coffee and ate pastry, they chatted about international and local news stories, discussed grammar rules, practiced American pronunciation, and talked about and informally role- played how English is used in different social contexts, for example, how American businessmen might set up appointments on the phone and accept and turn down invitations .