

Week 1

Important Key Terms

Differences and similarities of EFL, ESL, EIL, EGL, EWL and EOL

EFL, ESOL, ESL, EIL, ELF AND EGL

- **EFL** (English as a Foreign Language)

This term is normally used to talk about students that their L1 is not English, so they are learning English while living in their own country. For example, people in China or Brazil learning English are considered EFL because English is not the official language of those countries.

- **ESOL** (English for Speakers of Other Languages)

It makes reference to a non-native speaker of English that wants to learn a new language or improve their skills. It is specially used in UK, to refer to the teaching of English specifically to students that don't speak English as their native English, but they are living in an English-speaking country. Also, it applies to both ESL and EFL contexts.

This term was created because some people argue that when a student is learning English in an English-speaking Country, that student is not necessary learning a second language, it could be that the student is learning a third or fourth language.

- **ESL** (English as a Second Language)

It is the teaching of English to people who speak another language, but is who live in a country where English is the official language. Schools usually use the term when they are describing the programs to teach students that are not native speakers of English.

For example, people in Canada, in an extended period of time they learn English as a second language, because their first language is French.

Also, people acquire English as means of communicate in the dominant language spoken in the country that they reside, for example in U.S. that the L1 is English.

- **EIL** (English as an International Language)

It is a form of English, used by people whose first language is not English. Also, EIL is recognized for the various varieties of English that are used around the world. Those varieties are factors of the L1 and the culture of the speaker, also the experience of the speaker with the language. So, English is used to be communicated with people around the world, and it doesn't matter their culture or their native language.

- **ELF** (English as a Lingua Franca)

This is a common mean of communication for people who speak other languages as their first language. Also, are the interactions between members of two or more different cultures talking in English.

For example; it could happen a Brazilian and Italian business talking during a meeting, or maybe a French tourist asking for a place in Belgium.

- **EGL** (English as a Global Language)

English is considered as a global language because is used as an official language almost all around the world. It is recognized to be universal in all the countries; it's so popular that the majority of people have studied English, or almost all people need to know the language to be in constant communication no matter where you are.

Differences and Similarities

Acronym	Stands For	Context	Primary Goal/Focus
EFL	English as a Foreign Language	English is not the official or primary language of the country, and exposure outside the classroom is limited (e.g., Japan, Germany, China).	To achieve proficiency for specific purposes like travel, academic study abroad, or general education, often focusing on native English norms.
ESL	English as a Second Language	English is the main or an official language of the country, and learners are immersed in an English-speaking environment (e.g., immigrants in the US or UK).	To develop "survival skills" and integrate into the local community and culture; exposure outside class is extensive.
EIL	English as an International Language	English is used as a lingua franca for communication between people from different nations, where neither may be a native speaker.	Focus shifts from native speaker norms to mutual intelligibility and effective cross-cultural communication, regardless of the specific variety of English used.

EGL	English as a Global Language	A broad term acknowledging English's widespread use across the globe due to political and economic influence.	Describes the <i>phenomenon</i> of English as a global connector, similar in scope to EIL/EWL.
EWL	English as a World Language	Similar to EGL and EIL, this term highlights the existence of diverse "World Englishes" (WE) and the idea that no one nation "owns" the language.	Focuses on acknowledging and respecting local varieties (e.g., Singapore English, Indian English).
EOL	English as an Official Language	English has a public function and legal status within a country, often alongside other languages (e.g., India, Nigeria, Singapore).	Describes the sociopolitical status and function of English in administration, education (often as a medium of instruction), and public life.

Key Similarities

- **Goal of Communication:** All terms ultimately relate to the goal of effective communication in English.
- **Skill Development:** Learners across all contexts need to develop linguistic, communicative, and intercultural competencies.
- **Focus on Utility:** There's a shared emphasis on using English for practical purposes, whether for daily survival (ESL), academic study (EFL/ESL), business (EIL), or official functions (EOL).

Key Differences

- **Learning Environment:** The major distinction between EFL and ESL lies in the immersion environment. ESL students are surrounded by English outside of class, while EFL students are not.
- **Norms and Ownership:** Traditional terms like EFL/ESL often implicitly or explicitly prioritize native English (Inner Circle) norms. EIL/EGL/EWL, however, challenge this "native speakerism" and emphasize that non-native speakers are legitimate users, shifting focus to mutual intelligibility and local varieties.

- **Status:** EOL refers to the *legal and functional status* of the language within a nation's government and education system, which can encompass aspects of both ESL and EFL situations depending on the specific country.

English as a second language (ESL) refers to the process of producing bilinguals by teaching English as an L2 to learners in an English-speaking context. ESL is distinguished from English as a foreign language (EFL), which is instruction delivered in a context where English is not used regularly outside the classroom, using the instructional techniques and the intensity of instruction required to achieve success. The term ESOL (English for speakers of other languages) is meant to encompass both ESL and EFL. Given the importance of English in the modern, globalized economy, ESOL is a large field of practice supported by considerable bodies of research and many curricular resources. ESL instruction also needs to be distinguished, in the American schooling context, from instruction referred to as bilingual education, in which some instructional content is delivered in the learner's L1 while English is being acquired. Bilingual programs range from those that use the native language briefly (and primarily for emotional support), to programs that seek to develop L1 literacy as a source of transfer to English literacy, to those that continue to teach L1 oral and literacy skills at least through the elementary grades. Some districts also offer two-way bilingual, or double immersion programs, in which half the students are L1 speakers of English and half are L1 speakers of another language, and instruction is given to all children in both languages, with the goal of producing high-level bilinguals from both English- and other-language backgrounds. Bilingual education programs, which were first supported by federal funding as a result of the Federal Bilingual Education Act of 1968, are offered in districts where sufficient numbers of students from a single L1 background exist; such programs came under attack as ineffective in 1998 in California, where they were severely curtailed as a result of ballot proposition 227. Since then, political action to eliminate the bilingual schooling option has spread to other states. The difficulty of carrying out well designed evaluations of bilingual education has frustrated its supporters because there is, as a result, no unambiguous demonstration that bilingual education generates achievement advantages. Nonetheless, both theory and meta-analyses suggest that bilingual education is the best approach to ensuring educational achievement and reducing the risk of reading failure for many language-minority children. The major challenge of education for language minority children in the U.S. is to ensure adequate literacy development; scores from the National Assessment of Educational Progress (NAEP) continue to show serious deficits in literacy for non-native speakers of English, even after several years of U.S. schooling. Thus, focusing on educational treatments that promote literacy is a high priority in research and practice innovations.