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BONARD

Annual Report on English Language Programs in the USA

2024

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Foreword

Dear Members and Colleagues,

It is with great pride that we present the third Annual Report on English Language Programs in the United States. This year's report continues to build on our commitment to delivering transparent, reliable, and comprehensive data for the English language program (ELP) sector, serving as a vital resource for our members and the broader international education community.

The 2025 edition reflects the continued dedication of our sector, with robust participation from EnglishUSA member programs as well as non-members across the country. This collective effort has enabled us to provide deeper year-on-year comparisons and trend analyses, offering valuable insights into the evolving landscape of English language education in the U.S.

This report is more than a collection of numbers—it is a tool for advocacy, strategic planning, and community building. The data informs our ongoing efforts to address challenges such as visa processing delays and to advocate for greater transparency and support at all levels. It has also promoted a more nuanced and data-driven view of our field nationally. By benchmarking the U.S. ELP sector against global peers, we equip our programs to make informed decisions and to strengthen their advocacy with campus leaders, community stakeholders, and policymakers.

We are grateful for the collaborative spirit that defines our industry. The engagement and support of our programs, associates, and partners have been instrumental in advancing our shared mission. Your participation ensures that we remain a united and resilient community, committed to fostering opportunity and inclusion through English language education.

On behalf of the EnglishUSA Board of Directors, thank you for your continued commitment and for making this report possible. Together, we look forward to another year of growth, innovation, and impact.

Sincerely,

Cheryl Delk-Le Good
Executive Director
EnglishUSA

For inquiries regarding EnglishUSA membership, please contact info@englishusa.org.

Introduction

The third edition of the Annual Report on English Language Programs offers a comprehensive overview of the industry's performance in the USA in 2024. Expanding upon the insights from previous years, this report offers a thorough analysis of the industry along with historical comparisons that help identify emerging markets and trends.

In 2024, 349 English language programs (ELPs) across the USA participated in the survey, including private language schools, universities, colleges, and community colleges, with representation from 48 states. The data provided by these programs enabled BONARD to conduct a thorough and in-depth analysis of the sector, creating a robust evidence base to inform future strategic planning and marketing efforts for all providers.

The 2024 edition of this report continues to expand on the metrics and features presented in previous years and introduce new types of breakdowns. This year's report includes fresh sections on the breakdown of nationalities by top states and an analysis of nationality distribution by visa types.

As the industry faced challenges, old and new, in 2024, such as difficulties with visa approvals, the rise of new ELT destinations, and the impact of elections, having access to detailed market insights has never been more crucial. While the USA remains a popular destination for international students, it is essential that stakeholders make informed decisions on the basis of data-driven insights to stay ahead in an ever-evolving sector.

Data collection took place between February and March 2025.

> The project has introduced an internationally recognized and reliable market measurement that reflects the current state of the English language sector in the USA. This is a three-year initiative to generate transparent and accurate data for decision-making and the strategic development of the sector.

This year's report provides market intelligence in the following areas:

- Global overview;
- Overall student numbers and student weeks;
- Year-on-year comparisons and analysis;
- Average course duration;
- Student numbers by provider type;
- Student numbers by nationality and course type;
- Student numbers by age group;
- Student numbers by state;
- Student numbers by recruitment channel;
- Student numbers by advertising channel;
- Student numbers by visa type;
- Student numbers by course type;
- Student numbers by accommodation type;
- Average tuition fees;
- Economic impact of ELPs;
- Additional student spending.

The report provides intelligence the following ELPs:

Private (independent or multi-site) centers: not affiliated with any specific university or college and may have multiple locations where they offer English as a Second Language (ESL) programs.
University-governed centers: language education facilities directly overseen and operated by universities.
College-governed centers: language education establishments managed and governed by colleges.
Community college-governed ESL centers: language education institutions under the jurisdiction of community colleges.
Other: ESL centers that do not fall into the above-mentioned classifications. These centers may have unique affiliations or specialized programs, or they may serve specific demographics.

In future editions, BONARD and EnglishUSA will continue to refine their reporting to meet the evolving needs of the sector. One of the key objectives is to incorporate feedback to further enhance the competitiveness of ELPs.

Executive Summary

Initiated by EnglishUSA and developed by BONARD, this report documents the state of the ELP sector in the USA in 2024.

This comprehensive resource offers metrics and international perspectives designed to deepen understanding of the ELP sector and assist in planning student recruitment strategies.

Global Overview

According to the latest data, BONARD predicts that around **1 million students** enrolled in an English language course across the eight major destinations in 2024 (Australia, Canada, Ireland, Malta, New Zealand, South Africa, the UK, and the USA). BONARD anticipates that in 2024 the global English language teaching sector likely recovered **70-75% of its 2019 student volume**.

The **USA is expected to rank as the fourth most popular destination for English language learners in 2024**. The USA hosted 10-15% of all ELT students.

ELPs in the USA

As of 2024, the research recorded **833 active ELPs in the USA** (programs teaching English to international students). While some programs ceased their operations (at universities, but also private programs), others, mainly private multi-site programs opened schools at new locations.

A total of **349 ELPs participated** in this research project. Among these, **199 were EnglishUSA members** (57%), and **150 were non-members** (43%), highlighting sustained and widespread engagement across the sector.

Market Size

In total, the responding programs taught **66,632 English language students** in 2024 generating **854,443 student weeks**.

The average course duration stood at **12.8 weeks**, ranging from 3.2 weeks among providers categorized as other to 24.2 weeks at community colleges.

Adult students comprised 90% of the total English language student population, with **juniors (under 18s) accounted for the remaining 10%**.

California was the most popular destination for adult students, attracting 27% of them as well as one quarter of juniors.

Top Locations (2024)

Rank	State	Student numbers
1	California	13,596
2	New York	12,383
3	Massachusetts	5,506
4	Florida	5,455
5	Illinois	4,650

Top Source Countries (2024)

Rank	Source country	Student numbers
1	Japan	9,731
2	China	6,304
3	Brazil	5,600
4	Colombia	3,917
5	South Korea	3,840

Preferred Course Types

- General/Intensive English: **53%**
- Short-term summer/winter English programs: **17%**
- English for Academic Purposes (EAP): **15%**
- Pathway program (degree and ESL classes): **7%**

Preferred Recruitment Channels

- Direct bookings with providers: **44%**
- Education agency or aggregator: **33%**
- Institutional agreements: **12%**
- Government scholarships: **6%**

Visas

The majority of students (56%) studied on **F-1 visas.** The second largest group (17%) **comprised ESTA recipients** who do not require a visa to study English in the USA. **B-1/B-2 Visitor Visa holders** represented 10% of student population. A full visa overview is available in the report.

Challenges

In 2024, 61% of ELPs, identified **student visa denials** as the most pressing challenge. **Low enrollments** were cited by 53% of respondents as the second most significant problem due to their impact on recruitment budgets. **International competition from other study destinations** ranked third, reported by 37% of respondents.

Economic Impact

International students spent an average of **$388 per week** on tuition. Additional costs, including accommodation, food, and transportation, averaged **$754 per week**.

This brought the total average weekly expenditure to **$1,142**, amounting to **$14,615** for the duration of a typical 12.8-week course.

The direct economic contribution of English language students at participating programs was valued at **$950 million**.

When extrapolated to include all ELPs across the USA, the total direct contribution of these students to the US economy is estimated to have exceeded **$1.7 billion**.

Global Overview

In 2024, the ELT sector faced challenges in countries where government interventions were made (Canada's cap on the number of international students on student visas and increased visa application fees in Australia), while destinations without such measures saw flat student numbers. The sector reached a peak in 2023, and further growth may be hindered due to visa policies and the rise of alternative destinations (such as Dubai, the Philippines, and Malaysia) attracting students with visa-friendly policies and affordable study programs. BONARD estimates that around 1 million students studied at an ELP across the eight major ELT destinations in 2024. The global ELT sector likely recovered 70-75% of its 2019 student number volume, while the USA achieved a recovery rate of 60-65%. Based on the available data, the USA is anticipated to be the fourth most popular ELT destination by student numbers.

Chart 1:
English language students by destination

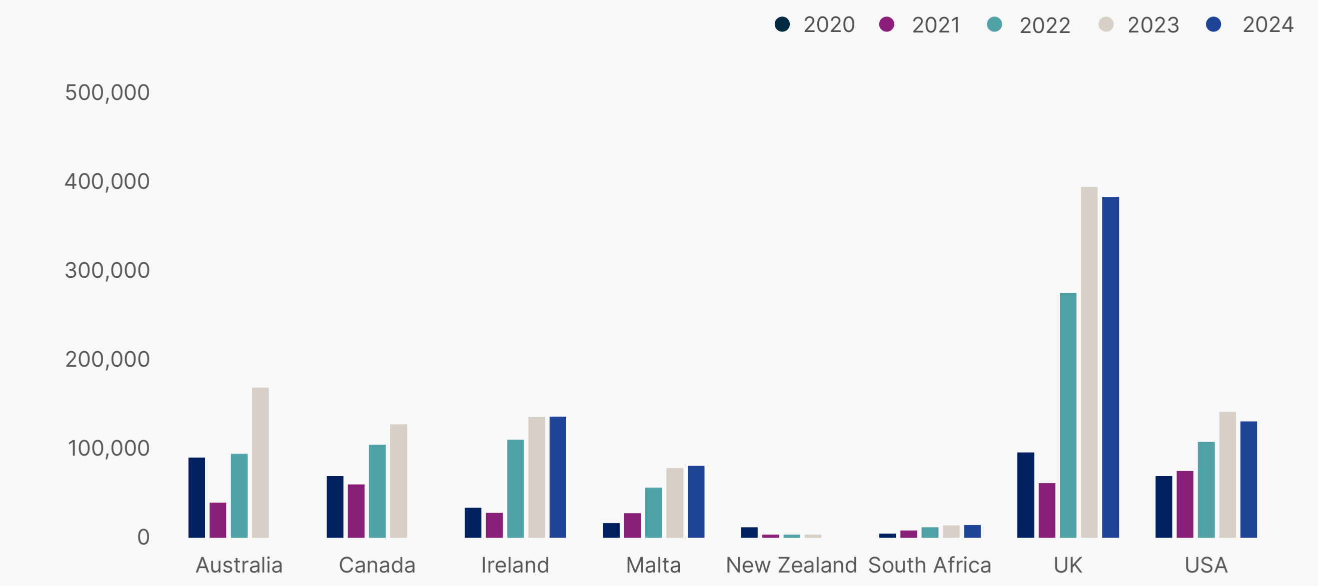
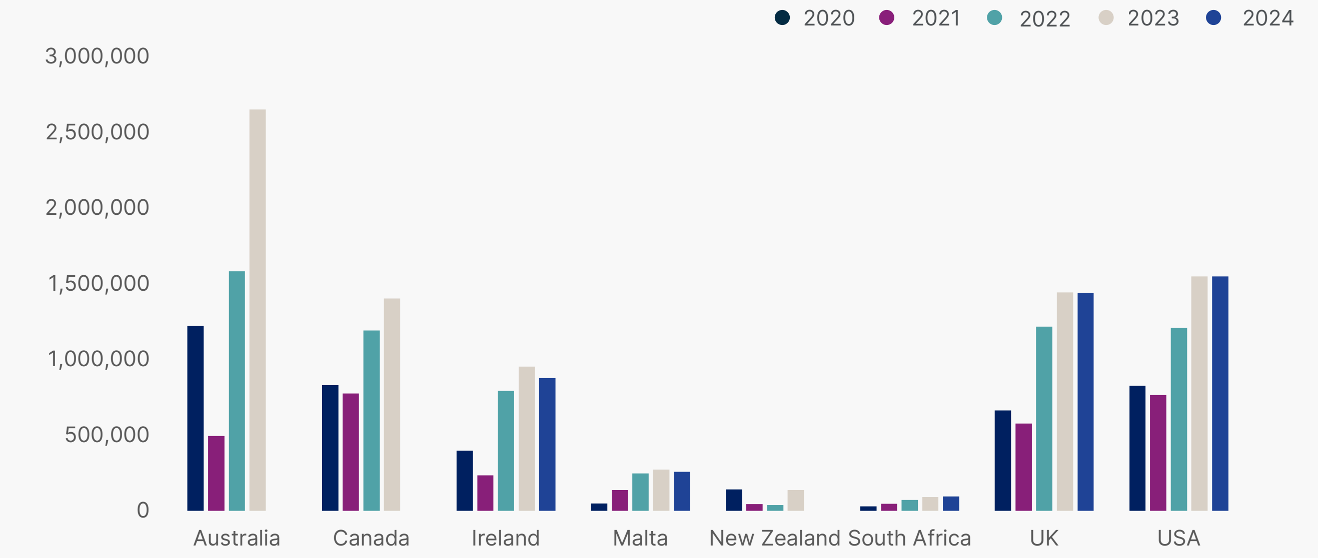


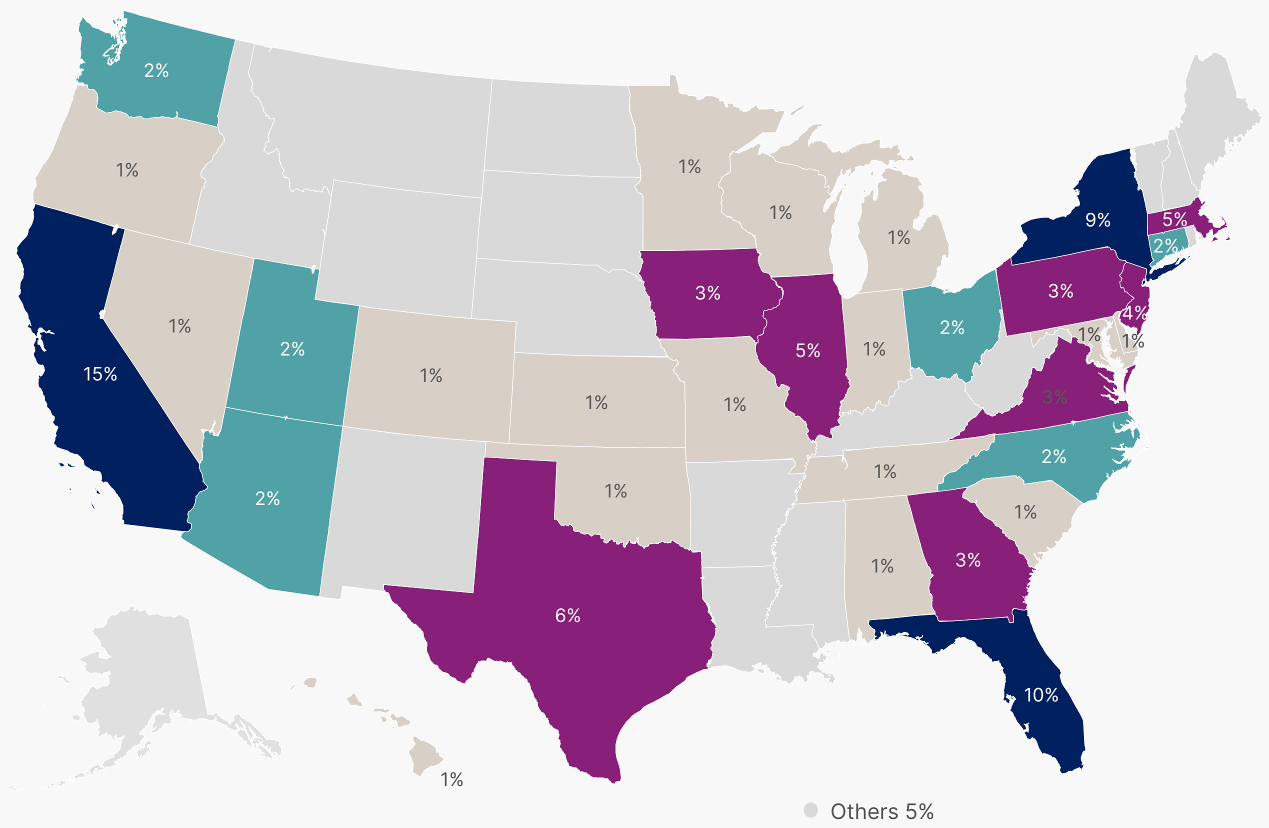
Chart 2:
Student weeks by destination



Source: BONARD, 2024; English Australia, 2024; Institute of International Education, 2024; SEVIS, 2024; English UK, 2024; Languages Canada, 2024; English Education Ireland, 2024; National Statistics Office Malta, 2024; English South Africa, 2024; Ministry of Education New Zealand, 2024
Note: Due to changes in methodology, 2022 data for the USA and New Zealand cannot be directly compared with data from previous years.

English Language Programs in the USA

Chart 3:
Distribution of all English language programs in the USA



Note: English language programs in individual states shown in gray represent less than 1% of the total number of ELPs in the USA. Number of ELPs as of March 2025.

In March 2025, BONARD mapped the ELT industry in the USA and identified 833 ELPs. These included all types of providers, ranging from university-, college-, and community college-governed institutions to private and other provider types. Forty-three percent of ELT providers in the US were private.

California had the highest concentration of ELPs, with 124 active programs in 2024. Florida followed, with 86 ELPs, and New York came third, with 77 ELPs. While three new centers were opened in Florida in 2024, both California and New York each saw one ELP closure.

Market Overview

Chart 4:
Student numbers and student weeks

	2023 n=366 programs	2024 n=349 programs	Like to like year-on-year comparison (Y-o-Y change)[1], n=264 programs
Student numbers	97,813	66,632	+1.5%
Student weeks	1,042,485	854,443	+7.3%

The number of participating ELPs decreased by 5% in 2024, falling from 366 to 349. For a consistent year-on-year comparison of student numbers, the following analysis considers the 264 centers that submitted data in both 2023 and 2024.

In 2024, 349 participating ELPs welcomed 66,632 students, who cumulatively spent 854,443 student weeks studying English in the USA. The number of students grew by 1.5% between 2023 and 2024. This growth was seen across all provider types and was driven by adult students. Although the number of students in 2024 appears smaller than in 2023, this difference is due to a variation in the sample of ELPs over the measured period.

On average, students spent 12.8 weeks studying English with reporting ELPs in 2024. A year-on-year comparison shows that the average course duration increased by 0.6 weeks between 2023 and 2024. The growth was driven by adult students, primarily from Asian markets such as Vietnam, China, and Japan, who tend to enroll in longer courses. On average, in 2024, these students spent 15.9, 13.6, and 11.9 student weeks, respectively.

Percentage-wise, the fastest-growing providers were community colleges, with a 28% increase in student weeks, which can be attributed to lower costs and longer courses.

This growth in absolute student numbers was driven by the adult sector. At the source market level, Vietnam, China, and Kazakhstan were key contributors to the increase in student numbers (+1,121).

On the other hand, South Korea and Saudi Arabia, which are already declining markets, saw further decreases in student numbers in 2024, of -19% and -6%, respectively. Visa denials stalled growth in markets including the Democratic Republic of Congo, Türkiye, and India, all of which recorded year-on-year declines in student numbers based on a like-to-like comparison. Overall, the number of students sent by these markets fell by 321 between 2023 and 2024.

Private providers continued to host the largest number of students, totaling 31,250 and accounting for 47% of all enrollments in 2024. These students studied for an average of 11.7 weeks. Private providers also delivered the highest share of student weeks, totaling 364,752, which represented 43% of the overall volume.

Chart 5:
Distribution of student numbers at EnglishUSA member and non-member programs

	Student numbers	% Share
Members	43,116	65%
Non-members	23,516	35%

Chart 6:
Distribution of student weeks at EnglishUSA member and non-member programs

	Student weeks	% Share
Members	512,006	60%
Non-members	342,437	40%

[1]Like-to-like comparisons consider only data from programs that participated in the research in both 2023 and 2024

Chart 7:
Student numbers and student weeks by provider type

	Student numbers	% Share	Y-o-Y change (student numbers)	Student weeks	% Share	Y-o-Y change (student weeks)
Private (independent or multi-site)	31,250	47%	+1%	364,752	43%	+7%
University-governed	26,611	40%	+1%	300,261	35%	+4%
College-governed	814	1%	+3%	12,256	1%	+17%
Community college-governed	7,233	11%	+2%	174,888	20%	+28%
Other	742	1%	n/a	2,286	<1%	n/a

Private providers recorded a 1% year-on-year increase in student numbers and a 7% increase in student weeks despite external challenges, such as high visa refusals and currency fluctuations, in markets such as Brazil and Vietnam. Brazil (+149 students), France (+137), and Vietnam (+91) boosted the growth in student numbers in 2024 compared to 2023.

University-governed providers recorded the second-highest growth in absolute numbers, following private providers, with an increase of 273 students (1.2%). Community colleges and colleges experienced modest growth in absolute numbers, with +80 and +21 students respectively, but still maintained a positive trajectory.

China, Japan, and Vietnam led the growth at community colleges and universities.

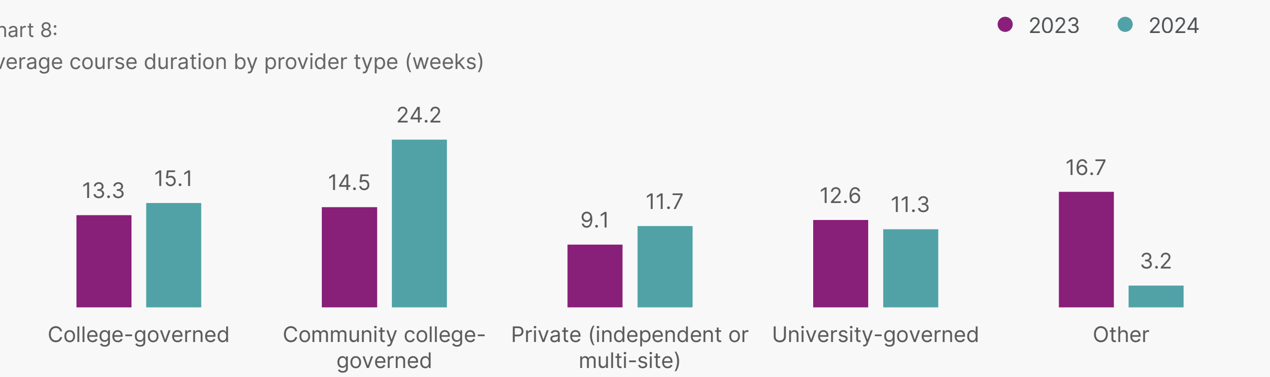
Due to the sample of surveyed ELPs in 2024, California surpassed New York to become the most popular state, with 13,596 students, despite experiencing a slight 0.7% decrease year-on-year. New York followed, with 12,383 students.

Massachusetts overtook Florida to claim third place, with 5,506 students, growing by 5.1% between 2023 and 2024.

New York and Massachusetts saw growth in private providers, with increases of 20% and 15%, respectively, although both states welcomed fewer students at university-based and community college providers (in a like-to-like comparison). In contrast, California saw the opposite trend: its student population grew at university-based providers (+16%) and community colleges (+25%) but dropped by 9% at private providers.

In 2024, students in California and New York opted to shorter stays, on average, 9.9 and 7.2 weeks per student, respectively. Both states attract a higher number of junior students, who stay for shorter periods of time. Illinois, by contrast, had the longest course duration, with an average of 23.3 weeks.

Chart 8:
Average course duration by provider type (weeks)



Between 2023 and 2024, New York attracted 1,049 more students, driven primarily by growth from Brazil (+20%), Italy (+11%), and France (+24%). Pennsylvania was the second fastest growing state, with an increase of 384 students, with the largest growth coming from Mexico, Japan, and Vietnam.

In contrast, Delaware experienced the largest decline in student numbers, attracting 531 fewer students, primarily in the university sector. Hawaii followed closely, with a drop of 530 students, largely in the private sector. New Jersey ranked third, with a loss of 437 students.

Table 1:
States experiencing the largest Y-o-Y growth (ranked by change in student numbers)

Rank	State	Y-o-Y change (student numbers)
1	New York	+1,049
2	Pennsylvania	+384
3	Georgia	+288
4	Massachusetts	+262
5	Alabama	+179

Table 2:
States experiencing the largest Y-o-Y decline (ranked by change in student numbers)

Rank	State	Y-o-Y change (student numbers)
1	Delaware	-531
2	Hawaii	-530
3	New Jersey	-437
4	Texas	-212
5	Oregon	-166

Table 3:
State overview (ranked by student numbers)

Rank	State	Student numbers	Y-o-Y change (student numbers)	Student weeks	Y-o-Y change (student weeks)	Average course duration (weeks)
1	California	13,596	-1%	134,948	+22%	9.9
2	New York	12,383	+10%	89,537	+4%	7.2
3	Massachusetts	5,506	+5%	68,444	0%	12.4
4	Florida	5,455	+3%	76,382	+1%	14.0
5	Illinois	4,650	+5%	108,129	+18%	23.3
6	Texas	2,285	-11%	39,438	+8%	17.3
7	Pennsylvania	2,227	+25%	22,519	+18%	10.1
8	New Jersey	2,177	-34%	35,974	-22%	16.5
9	Utah	1,777	-11%	28,773	+5%	16.2
10	Rest of the USA	16,576	-2%	250,299	+9%	15.1

TOP SOURCE MARKETS BY STATE

Table 4:
Top source markets in California

Rank	Source country	Share (student numbers)
1	Japan	26%
2	China	15%
3	South Korea	8%
4	Brazil	8%
5	Taiwan	6%
6	France	4%
7	Italy	4%

Table 5:
Top source markets in New York

Rank	Source country	Share (student numbers)
1	Italy	15%
2	Brazil	10%
3	Colombia	8%
4	France	7%
5	Ecuador	5%
6	Japan	5%
7	China	5%

Table 6:
Top source markets in Massachusetts

Rank	Source country	Share (student numbers)
1	Japan	33%
2	Brazil	13%
3	China	5%
4	South Korea	4%
5	Italy	4%
6	Türkiye	4%
7	Colombia	4%

Table 7:
Top source markets in Florida

Rank	Source country	Share (student numbers)
1	Brazil	14%
2	Colombia	12%
3	Saudi Arabia	7%
4	Japan	7%
5	Vietnam	5%
6	Hungary	4%
7	Venezuela	4%

TOP SOURCE MARKETS BY STATE

Table 8:
Top source markets in Illinois

Rank	Source country	Share (student numbers)
1	China	13%
2	Brazil	13%
3	Japan	7%
4	Vietnam	5%
5	Kazakhstan	5%
6	South Korea	4%
7	Saudi Arabia	4%

Table 9:
Top source markets in Texas

Rank	Source country	Share (student numbers)
1	China	21%
2	Japan	9%
3	Mexico	9%
4	Brazil	8%
5	Vietnam	8%
6	Saudi Arabia	6%
7	Colombia	5%

Table 10:
Top source markets in Pennsylvania

Rank	Source country	Share (student numbers)
1	South Korea	17%
2	Japan	14%
3	China	11%
4	Saudi Arabia	9%
5	Kuwait	7%
6	Oman	7%
7	Mexico	6%

Table 11:
Top source markets in New Jersey

Rank	Source country	Share (student numbers)
1	South Korea	12%
2	Türkiye	12%
3	Peru	7%
4	China	7%
5	Chile	6%
6	Brazil	5%
7	Morocco	5%

Source Regions

Performance across source regions was uneven in 2024. Economic challenges and currency fluctuations impacted Asian students enrolled in ELPs globally. Destinations recorded declines from traditionally strong source markets, such as Japan and China.

In the USA, Asia remained stable year-on-year (+0.4%). Following a strong year in 2023, Japan saw a drop in numbers (-493 like-to-like) in 2024, largely due to currency fluctuations, economic volatility, and the affordability and proximity of alternative study destinations, such as the Philippines and Malaysia. Japanese students are also increasingly interested in alternative European destinations for language study, including Germany and France.

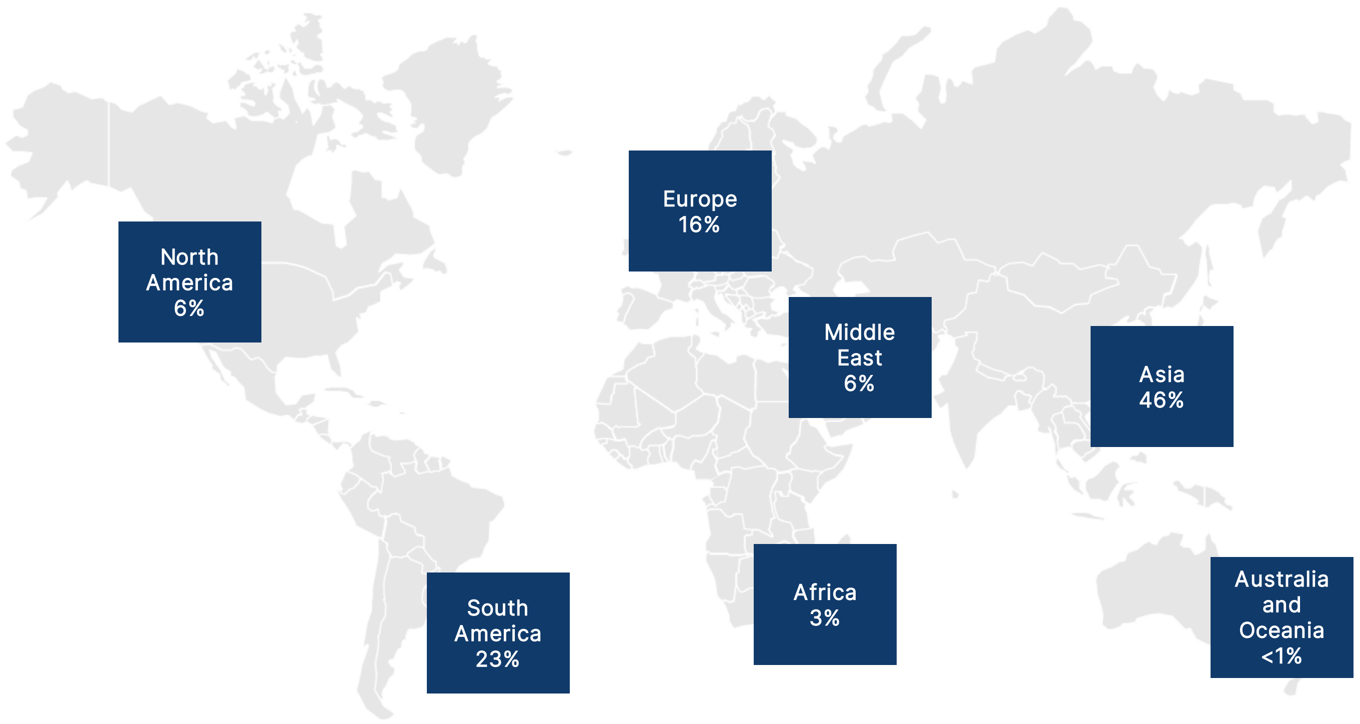
In contrast, student numbers from China grew (+363 like-to-like) between 2023 and 2024, primarily driven by enrollment at university (+16%) and community college-governed (+103%) providers.

South America was the largest top source region for the US ELT sector and accounted for 23% of all students. Between 2023 and 2024, South America remained stable in the US market (-0.3%). A closer look reveals that Brazil (+4%) and Mexico (+7%) saw increases in student numbers to the USA, while Venezuela (-19%) and Argentina (-17%) experienced declines.

Europe was the third largest region for the US ELT sector, sending 6,477 more students, representing +12% year-on-year growth between 2023 and 2024. The growth was driven by the key markets, including Germany, France, and Italy, along with emerging markets, such as Poland and Czechia.

The US ELT sector recorded a decline in demand from Africa and the Middle East, welcoming 176 fewer students cumulatively. Within the region, Saudi Arabia was the largest source country, sending 2,343 students in 2024. Africa and the Middle East have historically faced high visa denial rates, which continue to contribute to the downward trend in student mobility.

Chart 9:
Source regions by student numbers



Source Countries

The top 20 source countries accounted for 79% of all students in 2024 (a slight increase from 77% in 2023). Performance across key source markets varied significantly. Despite a drop of 8% year-on-year, Japan remained the top market, with 9,731 students.

While Japan saw decreases at private providers, it actually grew at university and community college providers. The largest decline was recorded in California, which had 187 (like-to-like) fewer Japanese students than in 2023. China moved to second place, growing by 11% year-on-year thanks to pent-up demand from 2023 when China reopened after Covid-19. Vietnam recorded a remarkable 126% year-over-year increase across all provider types and all top 10 US states. In Latin America, Brazil and Mexico led the region's growth, while Ecuador, Venezuela, and Peru experienced declines. Europe showed overall growth, led by gains from Germany, France, and Italy. These markets demonstrated consistent increases across all provider types, with the highest growth concentrated in New York. Within the top 30, Kazakhstan (+157%), the United Arab Emirates (+128%), and Czechia (+75%) emerged as some of the fastest-growing ELT markets in 2024.

Table 12:
Source countries (ranked by student numbers)

Rank	Country	2023 n=366 programs	2024 n=349 programs	Change n=184 programs
1	Japan	13,849	9,731	-8%
2	China	5,845	6,304	+11%
3	Brazil	6,219	5,600	+4%
4	Colombia	4,249	3,917	+0.5%
5	South Korea	4,525	3,840	-6%
6	Italy	4,653	3,165	+8%
7	Saudi Arabia	3,012	2,343	-19%
8	France	6,759	2,173	+11%
9	Taiwan	2,734	1,975	-6%
10	Vietnam	1,079	1,875	+126%
11	Ecuador	2,539	1,780	-1%
12	Mexico	3,994	1,606	+7%
13	Türkiye	2,004	1,508	-10%
14	Germany	2,489	1,161	+19%
15	Venezuela	1,519	1,030	-19%
16	Switzerland	2,211	1,008	+5%
17	Peru	1,254	913	-5%
18	Kuwait	1,369	873	-13%
19	USA	1,024	855	-3%
20	India	686	837	-33%
21	Chile	1,284	778	-5%
22	Spain	1,725	753	+9%
23	Russia	1,028	489	-14%
24	Thailand	602	481	+13%
25	Kazakhstan	472	478	+157%
26	Rest of the world	502	467	-4%
27	Argentina	1,858	455	-17%
28	United Arab Emirates	181	420	+128%
29	Dominican Republic	1,490	341	0%
30	Hungary	81	312	-29%
31	Armenia	1,576	309	+177%
32	Ukraine	802	302	-24%
33	Morocco	177	262	-10%
34	Côte d'Ivoire	257	261	-4%
35	Belgium	805	259	+30%
36	Afghanistan	258	243	+18%
37	Guatemala	349	238	+46%
38	Oman	152	237	-25%
39	Indonesia	291	236	-7%
	Congo, DRC	396	236	-47%
41	Poland	1,603	230	+20%
42	Philippines	63	219	+67%
43	Bangladesh	166	206	+43%
44	Honduras	325	205	+19%
45	Haiti	134	203	+50%
46	Egypt	174	201	-31%
47	Panama	253	188	-15%
	Belarus	84	188	+22%
49	Pakistan	153	184	+43%
50	Bolivia	203	166	-20%

Table 12:
Source countries (cont.)

Rank	Country	2023 n=366 programs	2024 n=349 programs	Change n=184 programs
51	Mongolia	160	162	-22%
52	El Salvador	220	157	-7%
53	Czechia	332	152	+75%
54	Paraguay	121	143	+31%
55	Romania	325	135	+243%
56	Kyrgyzstan	137	131	+81%
57	Nicaragua	113	121	+36%
58	Burma	146	112	-35%
59	Algeria	130	111	+20%
60	Iran	669	110	-5%
61	Albania	146	109	-47%
	Canada	218	109	+38%
63	Republic of Congo	30	104	+500%>
64	Tunisia	82	103	+25%
65	Costa Rica	131	99	-49%
66	Cambodia	94	97	-2%
67	Nepal	74	96	+129%
68	Jordan	207	89	-26%
69	Uzbekistan	128	84	+12%
70	Uruguay	56	76	-57%
71	Georgia	74	75	+2%
72	Hong Kong	144	70	-23%
73	Palestinian Territories	62	66	+47%
74	Turkmenistan	92	60	0%
75	Austria	288	59	+20%
76	Ethiopia	19	58	+264%
	Netherlands	774	58	+60%
78	Israel	90	56	-43%
79	Portugal	318	55	+19%
80	Cuba	60	54	+77%
81	Burkina Faso	111	52	-47%
82	Serbia	16	51	+267%
	Mali	65	51	-19%
	Gabon	89	51	-46%
85	Slovakia	104	50	+185%
86	Angola	66	48	-30%
87	Malaysia	13	47	+343%
88	Croatia	18	46	+371%
89	Lithuania	26	45	+158%
	Tajikistan	31	45	+343%
91	Kenya	16	43	+188%
92	Yemen	141	41	-39%
	Togo	49	41	-21%
94	Senegal	77	40	0%
	Nigeria	32	40	+7%
	Moldova	27	40	+173%
97	Latvia	4	37	+500%>
	Benin	32	37	+4%
99	Mauritania	34	36	+271%
100	Others	1,966	841	+5%

Note: The analysis of change in student numbers is based on data from centers reporting in both 2023 and 2024 (184 centers) for a more accurate assessment.

Top 10 Source Countries by Provider Type

The top markets for private providers were Brazil, Japan, and France. Although Brazil and France showed growth of 6% and 12%, respectively, between 2023 and 2024, most markets recorded a year-on-year decline. Private providers continued to attract a significant share of students from countries such as Taiwan and Türkiye and several European nations, including Italy, France, Germany, and Switzerland. Universities saw overall growth in student enrollment across most source markets. Vietnam led this trend, with a 174% increase. Despite this general growth at university providers, Saudi Arabia continued its downward trend, with enrollments declining by 18% year-on-year. Universities attracted the highest share of students from Asia and the Middle East as well as from countries such as Mexico. Community colleges reported strong growth across most of their top source markets. Increases were seen from China (+103%), Vietnam (+97%), and Japan (+53%). Community colleges were popular with students from Ecuador and Venezuela. In contrast, students from other Latin American markets, such as Brazil, Colombia, Peru, and Chile, preferred private or university-based programs.

Table 13:
Private (independent or multi-site) providers

Rank	Country	Student numbers	Share	Change n=55 programs
1	Brazil	4,459	14%	+6%
2	Japan	3,960	13%	-34%
3	France	1,948	6%	+12%
4	Colombia	1,609	5%	-4%
5	Italy	1,528	5%	-22%
6	South Korea	1,425	5%	-28%
7	China	1,269	4%	-13%
8	Türkiye	1,088	3%	-14%
9	Taiwan	1,073	3%	-8%
10	Saudi Arabia	1,023	3%	-18%

Table 14:
University-governed providers

Rank	Country	Student numbers	Share	Change n=113 programs
1	Japan	5,383	20%	+33%
2	China	4,539	17%	+16%
3	South Korea	2,239	8%	+12%
4	Saudi Arabia	1,245	5%	-18%
5	Vietnam	1,141	4%	+174%
6	Italy	973	4%	+12%
7	Brazil	905	3%	-5%
8	Taiwan	855	3%	-2%
9	Kuwait	814	3%	-3%
10	Mexico	746	3%	+17%

Table 15:
College-governed providers

Rank	Country	Student numbers	Share	Change n=9 programs
1	China	105	13%	+26%
2	Vietnam	91	11%	+40%
3	Japan	79	10%	+139%
4	Colombia	70	9%	+21%
4	South Korea	70	9%	-65%
6	Saudi Arabia	40	5%	-82%
7	Kuwait	38	5%	-100%
8	Brazil	27	3%	0%
9	Peru	21	3%	+300%
9	Venezuela	21	3%	+57%

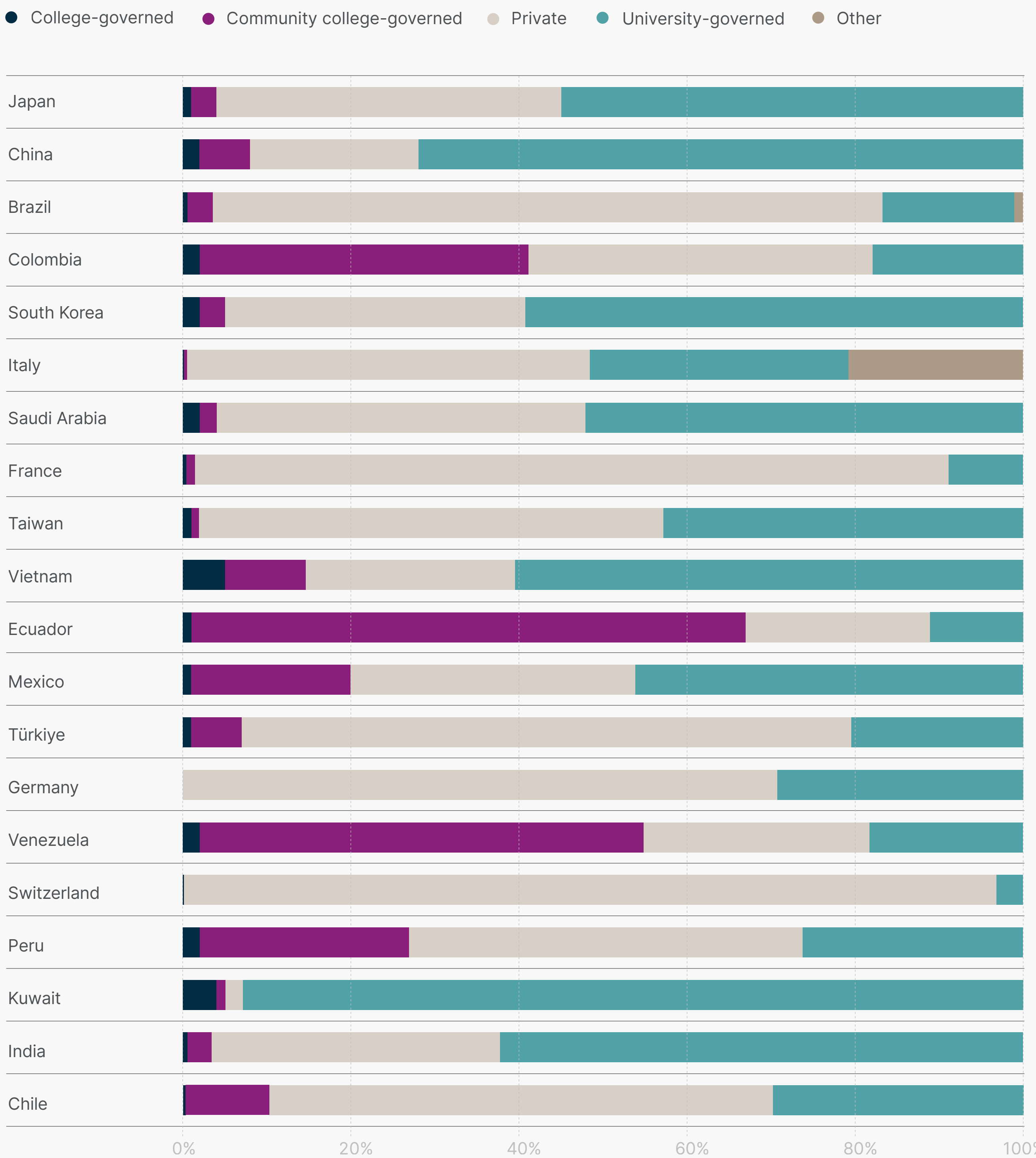
Table 16:
Community college-governed providers

Rank	Country	Student numbers	Share	Change n=7 programs
1	Colombia	1,515	21%	+2%
2	Ecuador	1,167	16%	-2%
3	Venezuela	550	8%	-3%
4	China	390	5%	+103%
5	Japan	310	4%	+53%
6	Mexico	305	4%	+20%
7	Peru	231	3%	+17%
8	Dominican Republic	211	3%	-3%
9	Vietnam	166	2%	+97%
10	Brazil	164	2%	+18%

Note: The analysis of change in student numbers is based on data from centers reporting in both 2023 and 2024 for a more accurate assessment.

Note: Please note that the sample size is low in tables 15 and 16, interpret results with caution.

Chart 10:
Distribution of student numbers by provider type and source country



Age Segments

In 2024, adult students accounted for 90% of all enrollments at ELPs in the USA, while junior students made up the remaining 10%. Compared to 2023, the USA attracted 1,528 more adult students, while juniors declined by 751. On average, adults studied for 13.3 weeks, while juniors opted for stays, on average, of 8.4 weeks.

Junior students declined across all providers and states except for New York (+39%) and Colorado (+100%). This was due to a decline in junior travelers, driven by parents' safety concerns about the USA, as well as a different sample of ELPs reporting in 2024. The programs that participated in the survey were less focused on recruiting junior students, which contributed to the lower reported volume.

The highest share of adult and junior students studied at private and university providers. Most juniors opted for university-governed providers in 2024. This concentration of juniors was affected by the high number of universities in the ELP sample. Generally, junior students prefer private providers, as these tend to offer more specialized junior courses.

90% adults

10% juniors

Chart 11:
Adult and junior students by provider type (student numbers)

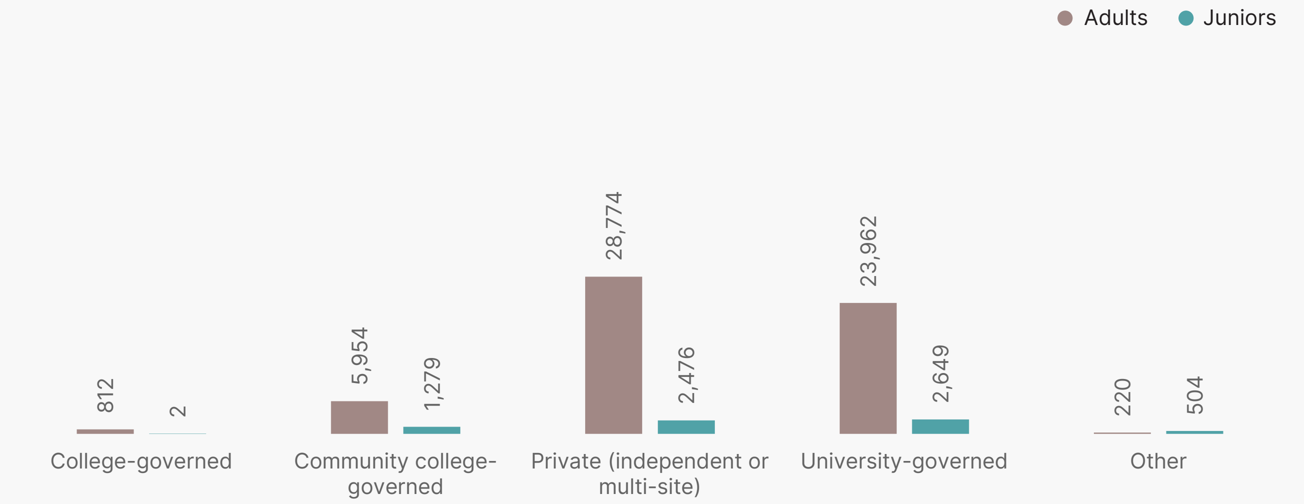
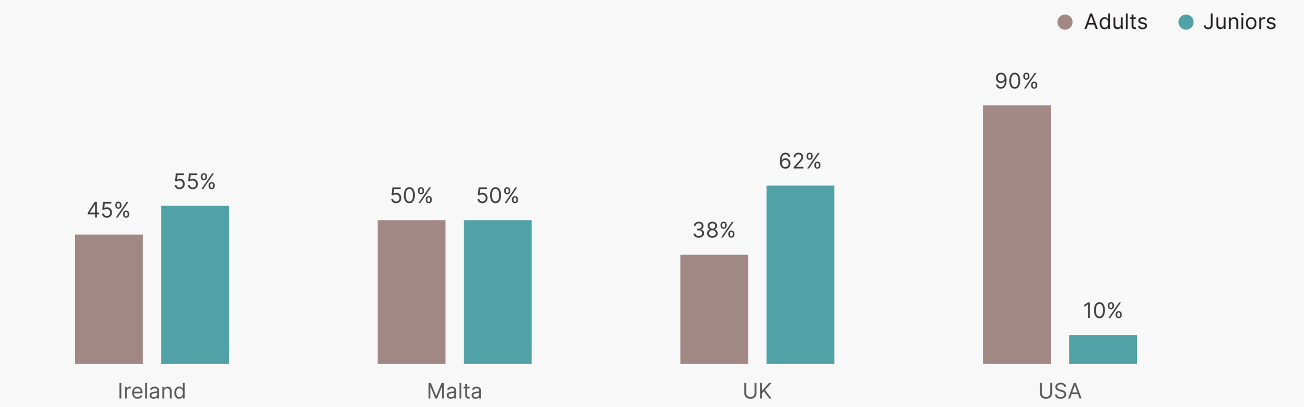


Chart 12:
Share of adult and junior students by destination (student numbers)



Source: BONARD, 2024; EnglishUSA, 2024; English UK, 2024; English Education Ireland, 2024; National Statistics Office Malta, 2024

In 2024, California overtook New York as the most popular state among adult students, attracting 20% of this age cohort. New York came second, accounting for 18% of adult students.

Florida dropped to fourth place, being overtaken by Massachusetts, which grew faster, hosting 620 more students compared to Florida's 104 students.

A quarter of junior students chose California as their preferred destination for studying English, closely followed by New York. Illinois made a significant leap, rising from tenth to third place by attracting 18% of all junior enrollments.

Table 17:
Top 10 states for adult students (student numbers)

Rank	State	2023 n=366 programs	2024 n=349 programs	Change n=264 programs
1	California	16,547	11,883	0%
2	New York	21,358	10,723	+6%
3	Massachusetts	5,951	5,008	+15%
4	Florida	6,834	4,791	+4%
5	Illinois	2,553	3,378	+9%
6	Texas	2,513	2,272	-9%
7	Pennsylvania	2,181	2,186	+28%
8	New Jersey	1,278	2,087	-34%
9	Utah	2,094	1,698	-17%
10	Georgia	1,206	1,622	+26%

Table 18:
Top 10 states for junior students (student numbers)

Rank	State	2023 n=366 programs	2024 n=349 programs	Change n=264 programs
1	California	6,685	1,713	-20%
2	New York	6,608	1,660	+39%
3	Illinois	105	1,272	-79%
4	Florida	1,340	664	-15%
5	Massachusetts	1,413	498	-43%
6	Hawaii	459	321	-33%
7	Colorado	0	202	+100%
8	New Jersey	8	90	-100%
9	Maryland	91	89	-2%
10	Wisconsin	144	83	+100%

Among adult students, seven of the top ten states saw enrollment increases, with Pennsylvania, Georgia, and Massachusetts experiencing double-digit growth. The District of Columbia also recorded a remarkable surge, with a 170% increase in adult enrollments, representing 571 additional students.

In contrast, seven of the top ten states for junior students experienced declines. The District of Columbia (-459 fewer student numbers year-on-year), Massachusetts (-358), and California (-120) experienced the biggest drops in absolute numbers year-on-year. Only New York, Colorado, and Utah recorded growth in junior enrollments, by 39%, 100%, and 108%, respectively.

The top three states—California, New York, and Illinois—attracted 67% of all junior students, which shows a strong regional preference. On the other hand, 46% of adult students were concentrated in top three states for adults—California, New York and Massachusetts—as adults were more geographically dispersed.

Course Types

In 2024, General/Intensive English remained the most popular course type, attracting 53% of all students. Japanese students formed the largest cohort of General/Intensive English students, accounting for 14% of enrollments, followed by Brazilians (10%) and Chinese (6%).

Short-term summer and winter English courses were the second most popular option, attracting 17% of all students. Japan became the leading market, accounting for 26% of enrollments, followed by Italy, with 20%, and Brazil, with 9%.

English for Academic Purposes (both credit and non-credit classes) ranked third, accounting for 15% of all students. Asian markets dominated this course type, with Japanese students accounting for 23% of enrollments followed by students from China and South Korea.

Pathway programs (degree programs and ESL classes) attracted 7% of all students. Top source markets for providers offering Pathway programs were China, which led with 35%, followed by India and Vietnam.

English Plus began gaining traction among private and university providers in 2024, accounting for 3% of student enrollments. The top nationalities were Chinese, Brazilian, and Japanese.

Chart 13:
Course types (ranked by student numbers)

General/Intensive English	53%
Short-term summer and winter English (fewer than 4 weeks)	17%
English for Academic Purposes (credit and non-credit classes)	15%
Pathway program (degree program and ESL classes)	7%
English for Specific Purposes	4%
English Plus	3%
Other	2%

Note: Percentages do not add up to 100% due to rounding.

PREFERRED COURSES BY PROVIDER TYPE

Table 19:
Most popular courses at private providers

Rank	Course	2023 share n=66	2024 share n=75
1	General/Intensive English	64%	72%
2	Summer/Winter English	34%	12%
3	English for Academic Purposes	<1%	6%
4	English for Specific Purposes	1%	5%
5	Pathway Program	1%	3%
6	English Plus	0%	2%
7	Other	<1%	1%

Table 20:
Most popular courses at university providers

Rank	Course	2023 share n=139	2024 share n=133
1	General/Intensive English	46%	33%
2	English for Academic Purposes	24%	25%
3	Summer/Winter English	13%	20%
4	Pathway Program	11%	10%
5	English for Specific Purposes	4%	4%
6	English Plus	1%	4%
7	Other	1%	3%

Table 19:
Most popular courses at college providers

Rank	Course	2023 share n=9	2024 share n=8
1	General/Intensive English	27%	86%
2	Summer/Winter English	57%	7%
3	Pathway Program	10%	4%
4	English for Academic Purposes	6%	3%
5	English for Specific Purposes	0%	0%
6	English Plus	0%	0%
7	Other	0%	0%

Table 20:
Most popular courses at community college providers

Rank	Course	2023 share n=18	2024 share n=19
1	General/Intensive English	6%	60%
2	Pathway Program	3%	19%
3	Summer/Winter English	<1%	14%
4	English for Academic Purposes	91%	7%
5	English for Specific Purposes	0%	0%
6	English Plus	0%	0%
7	Other	0%	0%

Note: Sample differences between 2023 and 2024 are reflected in the share variations shown in the tables.
Note: Please note that the sample size is low in tables 19 and 20, interpret results with caution.

TOP SOURCE COUNTRIES BY SELECTED COURSE TYPE

Table 23:
General/Intensive English

Rank	Country	2023 share	2024 share
1	Japan	12%	14%
2	Brazil	8%	10%
3	China	4%	6%
4	Colombia	5%	6%
5	Saudi Arabia	3%	5%

Table 24:
English for Academic Purposes

Rank	Country	2023 share	2024 share
1	Japan	9%	23%
2	China	36%	17%
3	South Korea	7%	5%
4	Saudi Arabia	1%	5%
5	Kuwait	3%	4%

Table 25:
Pathway program

Rank	Country	2023 share	2024 share
1	China	11%	35%
2	India	1%	12%
3	Vietnam	1%	7%
4	South Korea	4%	4%
5	Taiwan	2%	4%

Table 26:
Summer/Winter English

Rank	Country	2023 share	2024 share
1	Japan	16%	26%
2	Italy	12%	20%
3	Brazil	3%	9%
4	China	3%	8%
5	South Korea	4%	8%

Table 27:
English for Specific Purposes

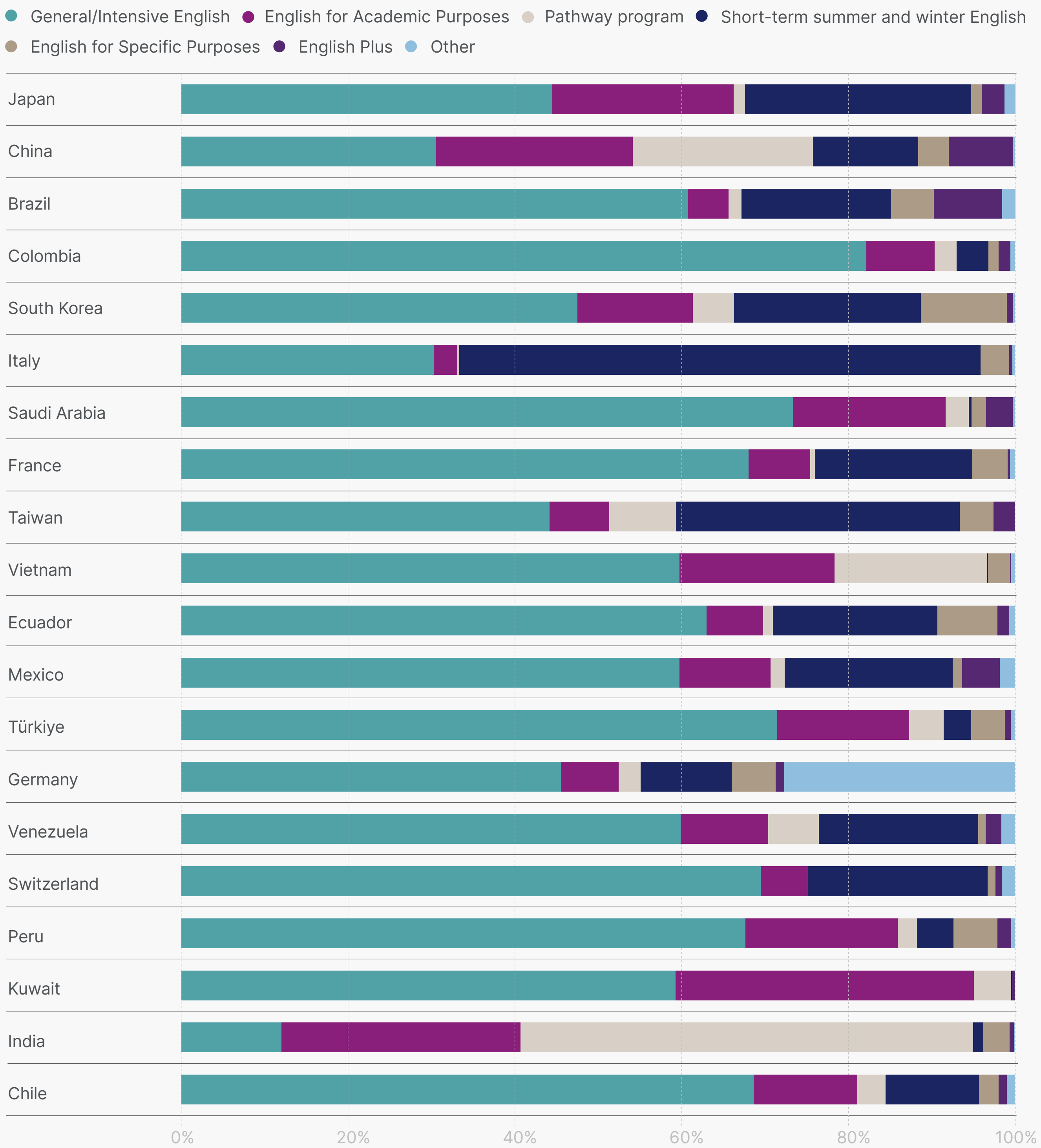
Rank	Country	2023 share	2024 share
1	South Korea	6%	14%
2	Brazil	18%	10%
3	China	35%	10%
4	Japan	10%	5%
5	Italy	3%	4%

Table 28:
English Plus

Rank	Country	2023 share	2024 share
1	China	1%	29%
2	Brazil	25%	23%
3	Japan	61%	15%
4	Saudi Arabia	0%	4%
5	Mexico	0%	3%

Note: Sample differences between 2023 and 2024 are reflected in the share variations shown in the tables.

Chart 14:
Student numbers by course type and source country



Recruitment Channels

Recruitment channels refer to the various methods and platforms used by ELT providers to recruit students.

Direct enrollment remained the key recruitment channel in 2024, representing 44% of all enrollments. Direct enrollment was the main method used by college-governed providers, where it accounted for approximately 80% of all enrollments. It was the most used method among students studying at universities, 45% of whom enrolled directly.

Between 2023 and 2024, direct enrollment saw a 6% overall decline. The most significant drop occurred at community colleges, where the share of direct enrollment decreased by 11%. In contrast, private providers experienced a 5% increase in direct enrollments year-on-year.

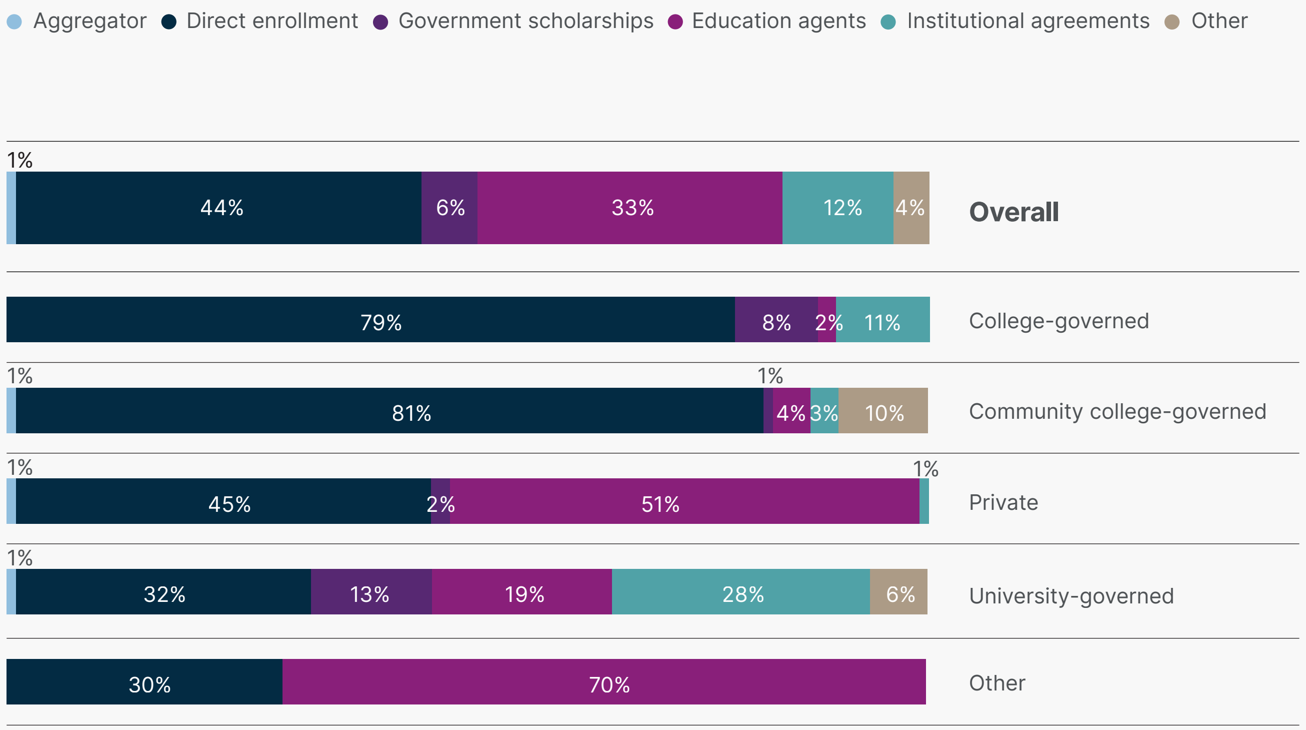
In 2024, 33% of students enrolled with an ELP via an education agency, and agencies played a significant role for private (51% of students) and other (70%) providers. Agencies accounted for 19% of enrollments at university providers. Compared to 2023, enrollments through education agencies increased by 3%. All provider types saw growth through this channel, with community colleges showing the largest increase, of 7%.

Twelve percent of students enrolled through institutional agreements, making them the third most popular recruitment channel. University providers enrolled 28% of their students through this channel, while the corresponding figure for college providers was 11%.

Nearly all students who studied ELP through institutional agreements and government scholarships did so at university, at 92% and 84%, respectively.

One percent of all students enrolled through aggregators, with the majority studying at university and private providers.

Chart 15:
Recruitment channel by provider type



Note: Percentages do not add up to 100% due to rounding.

Advertising Channels

Advertising channels serve to reach and attract prospective students. Students can find information about ELPs via advertising channels (e.g., social media) and subsequently be recruited to an English language course via a recruitment channel listed on the previous page (e.g., seeing an advertisement on social media and approaching the program directly to enroll in an English language course).

Word of mouth remained the most important and influential advertising channel among students studying English in the USA. Most students place considerable value on the experiences and opinions of their peers and family members regarding studying in the USA. Given this, ELPs should leverage these personal endorsements in their marketing efforts to attract new students.

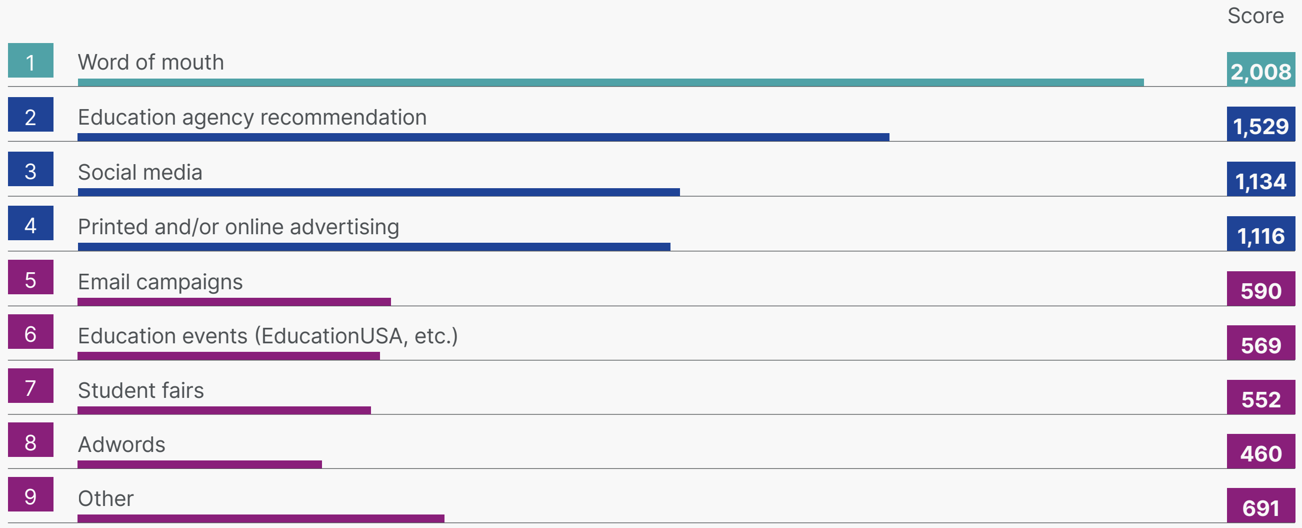
Education agency recommendations ranked second in both 2023 and 2024, highlighting their continued importance in advertising and the trust students place in these agencies.

In 2024, social media surpassed printed and online advertising to secure third place. Social media is now significant in advertising ELPs. Maintaining an active social media presence, particularly on platforms such as Instagram, Facebook, and TikTok, is becoming increasingly important for providers looking to enhance visibility and engage potential students.

However, printed and/or online advertising remains relevant in advertising, together with email campaigns and attending education events.

Having a balanced approach to ELP advertising is essential in raising brand awareness and generating recruitment leads.

Chart 16:
Advertising channels (score-based ranking)



Note: Multiple options possible

Visas

The most common route for entry into the USA to study English in 2024 was through F-1 visas, which were used by 56% of all students. Between 2023 and 2024, the number of students on F-1 visas grew by 2%. The second most used route was ESTA, accounting for 17% of students, followed by B-1/B-2 visa holders, at 10%.

The number of ESTA entries also saw a slight rise, of 1%, while the number of B-1/B-2 visa holders experienced a modest decline, of 3%. Forty-five percent fewer students who did not require a visa to study were reported in 2024 compared to 2023—the largest drop among all student categories. However, this group only represented 5% of all students.

At private providers, the largest group of students was composed by F-1 visa holders, at 18,082 students, representing half of all F-1 students at participating ELPs in the USA. This group was followed by 5,703 ESTA recipients, primarily from countries such as Japan, France, and Italy. B-1/B-2 visa holders followed, with 4,465 students.

University-governed providers hosted 16,061 F-1 students, accounting for 45% of all students entering the USA on F-1. ESTA recipients were the second-largest group, representing 40% of all ESTA students at participating ELPs in 2024. J-1 students followed, making up 88% of all J-1 students at reporting ELPs.

At community colleges, the largest group of students was made up of individuals who did not require a visa, such as asylees, individuals on humanitarian parole, and undocumented students, who accounted for 36% of enrollments. They were followed by US citizens and residents, who accounted for 33%. Although B-1/B-2 visa holders represented just 6% of community college enrollments, they made up 41% of all B-1/B-2 enrollments in the USA.

Chart 17:
Student numbers by visa type

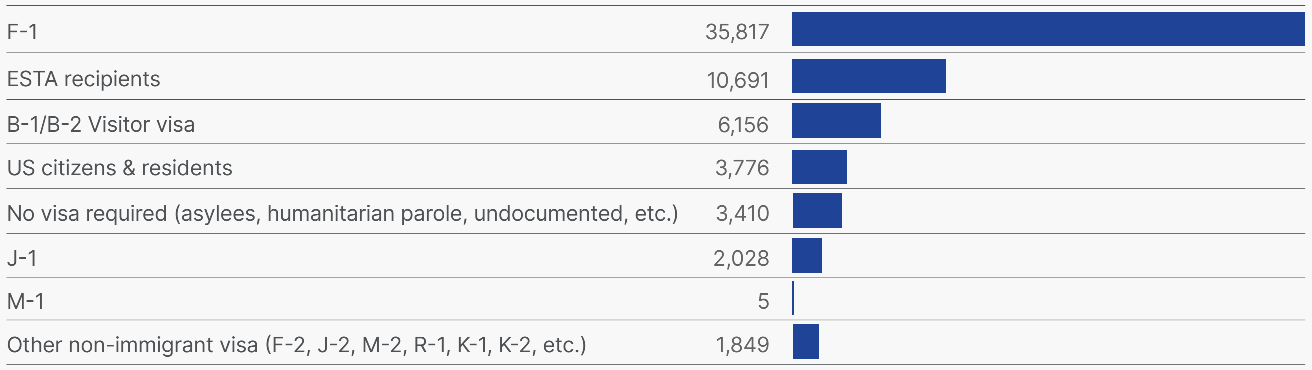
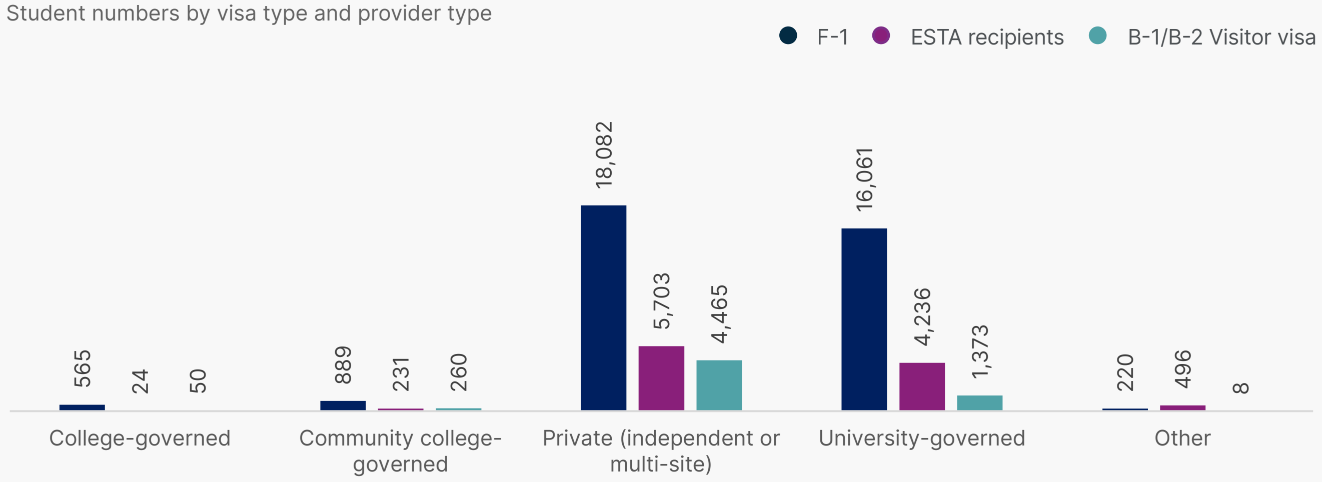


Chart 18:
Student numbers by visa type and provider type



Visa Refusals

High visa refusal rates continued to impact the education sector and ELT industry in the USA in 2024. High visa refusals impact overall student demand and perception of the destination. Forty-one percent of all applicants across all study levels, representing a total of 278,553 students, were denied an F-1 visa, up from 253,355 (36%) in 2023[1].

ELPs reflected these broader trends in their enrollment figures, with declines in key source markets. Türkiye saw a 10% decrease, the Democratic Republic of Congo dropped by 47%, and India experienced a 33% decline, representing the largest year-on-year drop among the top 20 source markets.

In 2024, responding ELPs faced a visa refusal rate of 14%. Türkiye was the most affected, with 492 visa refusals, followed by China, with 427, and Colombia, closely behind with 425.

Community colleges experienced the highest refusal rate, at 44%, particularly impacting prospective students from Africa and Asia.

University providers reported an average refusal rate of 18%, with the most affected countries being India, China, Vietnam, and the Democratic Republic of Congo. In total, visa refusals impacted a minimum of 1,089 students from these markets. Private providers recorded the lowest refusal rate, at 10%, with Türkiye, Colombia, and Brazil topping the list of affected countries.

Visa processing outcomes impact enrollment trends, particularly in regions already dealing with economic and geopolitical challenges, namely, Brazil and Vietnam. Nonetheless, as the data revealed, different providers face varying levels of visa-related disruptions, depending on their geographic focus and student profiles. Therefore, it will be more important than ever moving forward to monitor visa trends in source markets.

Table 29:
Top 20 countries with highest visa refusals in 2024

Rank	Country	Student numbers 2023 n=127	Student numbers 2024 n=147	Rank	Country	Student numbers 2023 n=127	Student numbers 2024 n=147
1	Türkiye	862	492	11	Pakistan	39	102
2	China	253	427	12	Algeria	1	95
3	Colombia	411	425	13	Myanmar/Burma	15	81
4	Vietnam	131	419	14	Saudi Arabia	21	70
5	Brazil	994	368	15	Nepal	88	64
6	Congo, DRC	189	321	16	Thailand	10	63
7	India	1,181	319	17	Chad	5	62
8	Kazakhstan	189	207	18	Venezuela	5	54
9	South Korea	65	183	19	Jordan	110	53
10	Bangladesh	41	126	20	Benin	22	50

Note: 147 ELPs reported visa refusals.

[1]https://travel.state.gov/content/travel/en/legal/visa-law0/visa-statistics/nonimmigrant-visa-statistics.html

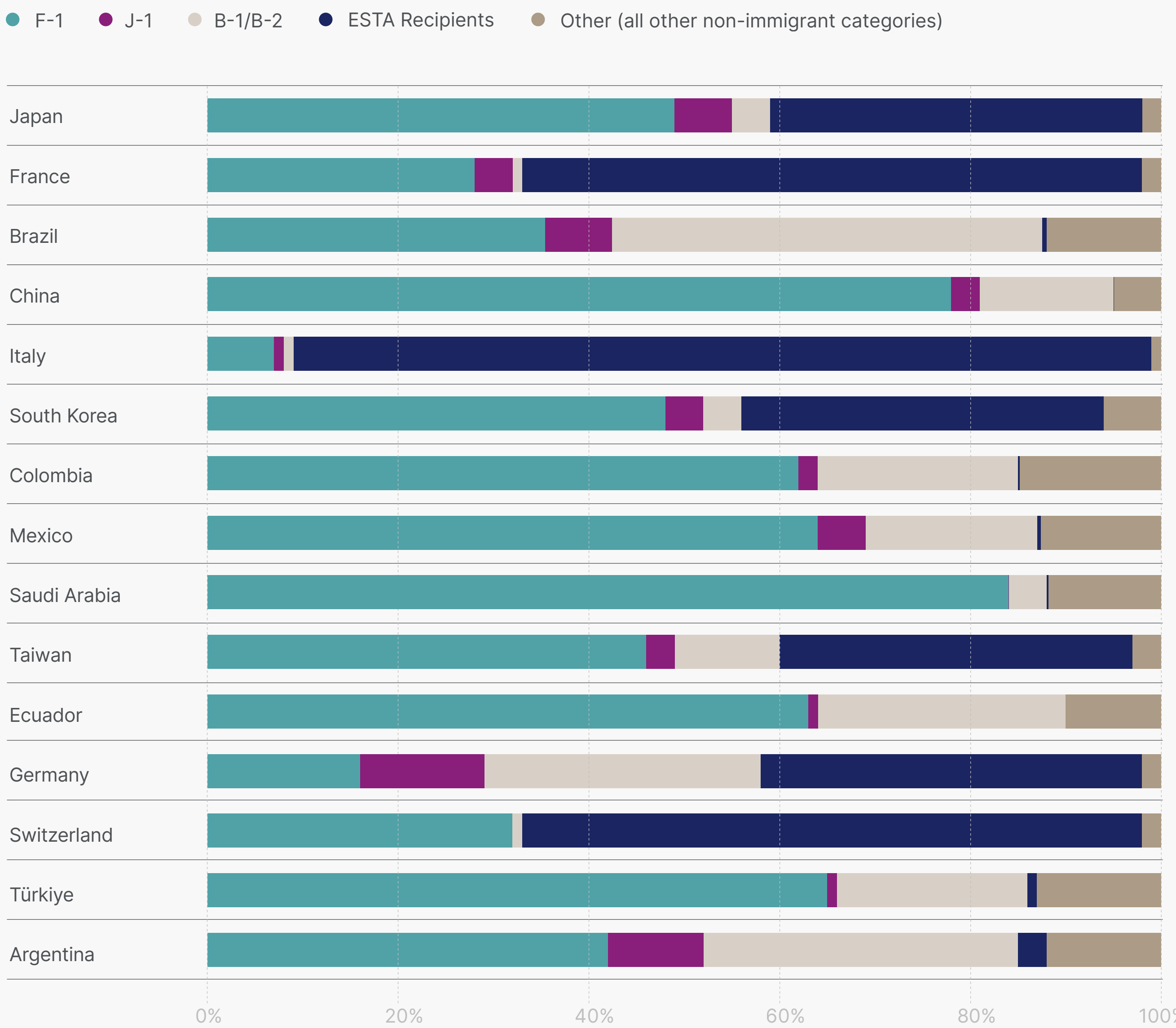
Preferred visa route to enter the USA

This year, a new statistic was introduced in the report—preferred visa routes to enter the USA among students from individual markets. Understanding how students enter the country is essential for providers, as it helps identify potential barriers to enrollment and enables more targeted recruitment strategies.

Of the top 15 nationalities listed in the 2023 annual report, ten primarily entered the USA using F-1 visas. These students came from Asian and South American countries, where students are not eligible to apply for ESTA, or were enrolling in programs longer than three months. In contrast, European students predominantly studied under the ESTA program, with approximately 90% of Italian students and 65% of French and Swiss students entering the USA this way. These students typically opt for shorter courses, making ESTA the preferred route, as it allows them to stay in the USA for up to three months.

Brazilian students were the only group that predominantly entered the USA on B-1 or B-2 visa rather than the F-1. Saudi Arabia had the highest proportion of students on F-1 visas, with 84% entering under this category. The J-1 visa was particularly popular among Brazilian and German students, with 13% of each group using it. Meanwhile, the highest share of students entering on B-1/B-2 visas came from Argentina.

Chart 14:
Source countries by visa types (student numbers)

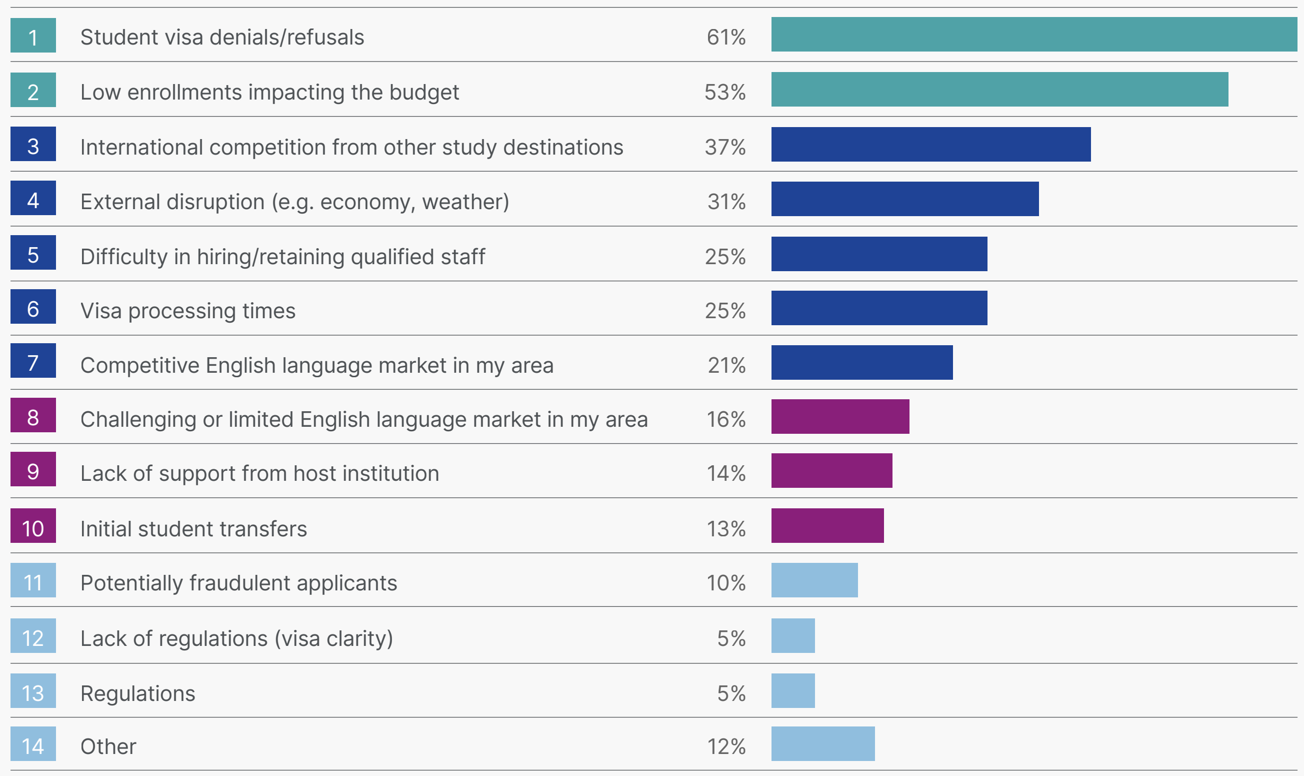


Challenges

In 2024, ELPs across the USA continued to face a variety of operational and strategic challenges. Student visa refusals remained the most pressing challenge, reported by 61% of ELPs, slightly down from 64% in 2023. Students affected by visa denials are increasingly choosing alternative destinations that offer clearer visa policies, higher approval rates, and work-while-studying options—factors that, along with stronger marketing by other ELT destinations, are drawing students away from the USA. Hence, international competition from other study destinations rose to third place (up from fifth in 2023), with 37% of ELPs reporting this challenge.

Due to low enrollments, financial concerns continued to put pressure on program budgets and long-term planning, as reported by 53% of ELPs. Among the most affected were schools located on the East Coast and in Hawaii. Additionally, all provider types were affected by lower junior enrollments in 2024.

Chart 19:
Challenges faced by responding programs



Note: Multiple options possible.

External disruptions affected 31% of ELPs, marking a 6% increase over 2023. The ongoing global economic instability and the rising frequency of extreme weather events have disrupted travel and enrollment patterns.

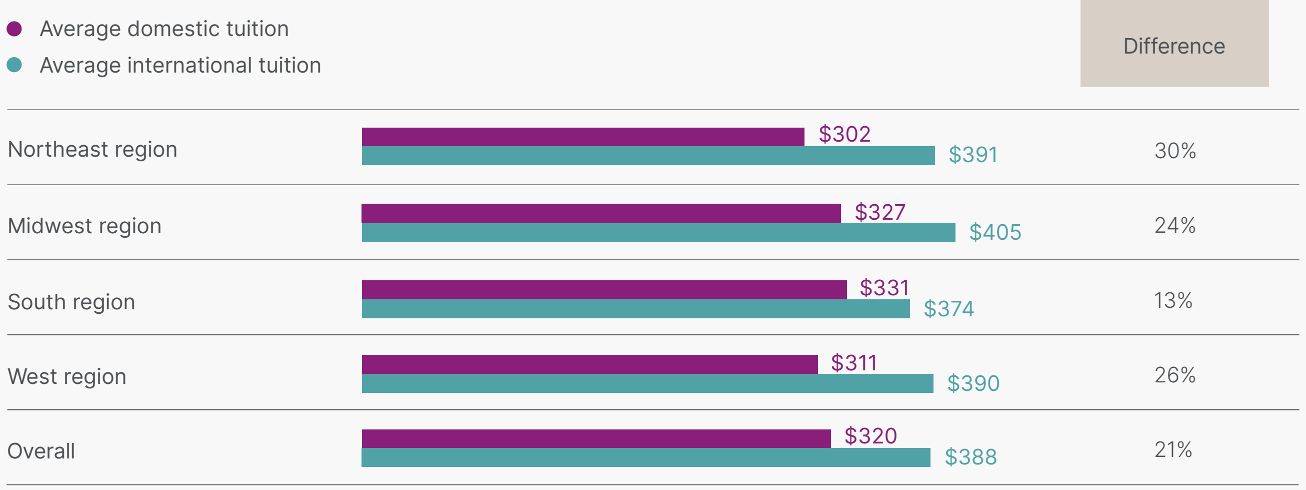
A quarter of the programs reported difficulty in hiring and retaining qualified staff as well as challenges associated with visa processing times. In addition to these challenges, ELPs cited issues such as a lack of recruitment budget and strategy, insufficient accommodation, and internal policy changes as contributing factors.

Average Tuition Fees

Average tuition fees rose slightly for both domestic and international students, by 3% and 1%, respectively, between 2023 and 2024. Tuition fees varied significantly across the USA, both by region and by provider type. The lowest average international tuition fee was recorded in the South region, at $374, while the Midwest reported the highest, at $405, consistent with 2023.

Domestic students in the Northeast paid the lowest tuition fee, at $302, whereas students in the South paid the highest, at $331. On average, international tuition fees were $69 more expensive than domestic fees per week. The South saw the fastest increase in both international and domestic fees, with rises of 6% and 18%, respectively, between 2023 and 2024.

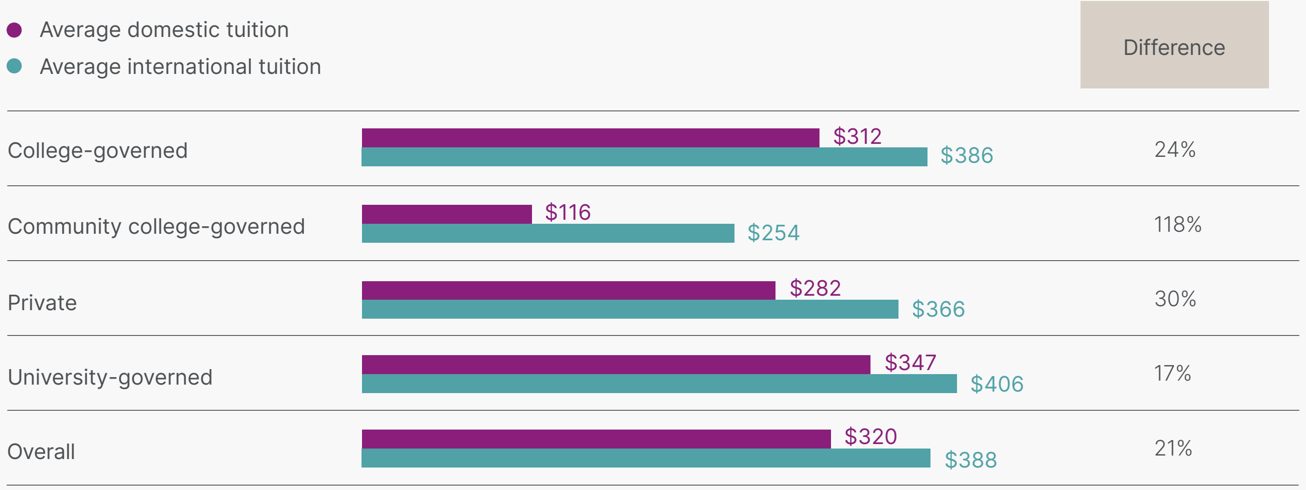
Chart 20:
Domestic and international tuition by region (per week) in 2024



Community college-governed providers have reported the lowest tuition fees for both international and domestic students since 2022. International tuition fees remained significantly higher (by 118%) than those for domestic students.

University providers, despite charging the highest domestic tuition fees in 2023, reported an additional increase of $27 per week in 2024. The highest international tuition fee, $406, was also recorded among university providers. International tuition fees remained stable at private and university providers between 2023 and 2024. Colleges reported a rise of 11% in fees, while community colleges saw a decline of 16%.

Chart 21:
Domestic and international tuition by provider type (per week) in 2024



Economic Impact

The research also examined students' additional expenses beyond tuition fees, allowing for a comprehensive calculation of their overall economic contribution. This analysis highlights the significant role the ELT sector plays in generating revenue in the USA.

Chart 22:
Additional expenses per student per week

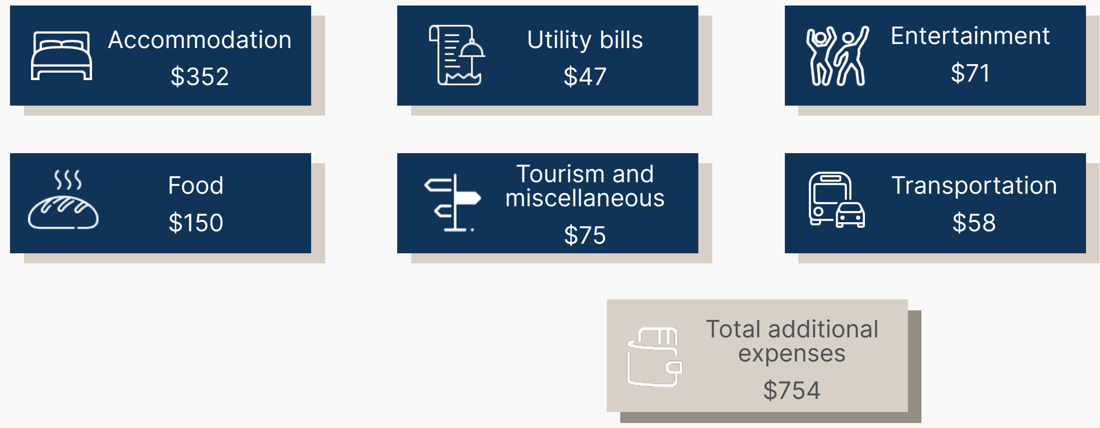


Chart 23:
Direct economic contribution by provider type

	Student numbers	Direct spend by students	Share of economic contribution (%)
College-governed	814	$13,970,815.73	1%
Community college-governed	7,233	$176,168,575.46	19%
Private	31,250	$408,508,032.06	43%
University-governed	26,611	$348,304,572.65	37%
Other	724	$2,610,073.95	0.3%
Overall	**66,632**	**$949,562,070**	

The combined average weekly expenditure of one international student was $1,142 in 2024. Based on an average course duration of 12.8 weeks, the total cost of the entire stay in the USA totals $14,615 including tuition, accommodation, and additional costs. This represents an increase of $2,524 per stay compared to 2023.

In 2024, English language students enrolled in the reporting programs contributed over $950 million in direct spending. When all US ELPs, even non-participants, are taken into consideration, the sector's total direct economic contribution is estimated to have surpassed $1.7 billion, remaining stable compared to 2023.

Among the different types of programs, reporting private ELPs made the largest contribution to the US economy, totaling $409 million. University-governed programs followed, with a contribution of $348 million.

Appendix 1: Respondent Profile

In 2024, 349 programs participated in the survey, representing 42% of all ELPs in the USA. Of 349 respondents, 57% were EnglishUSA members, while 43% were non-member programs. The highest number of respondents was in California, accounting for 15%, followed by New York and Florida, with 9% each. Half of the respondents identified their program as university-governed. Additionally, 169 programs were governed by a regionally accredited university, college, or community college.

57%
EnglishUSA members

43%
non-members

Chart 26:
Responding programs by state

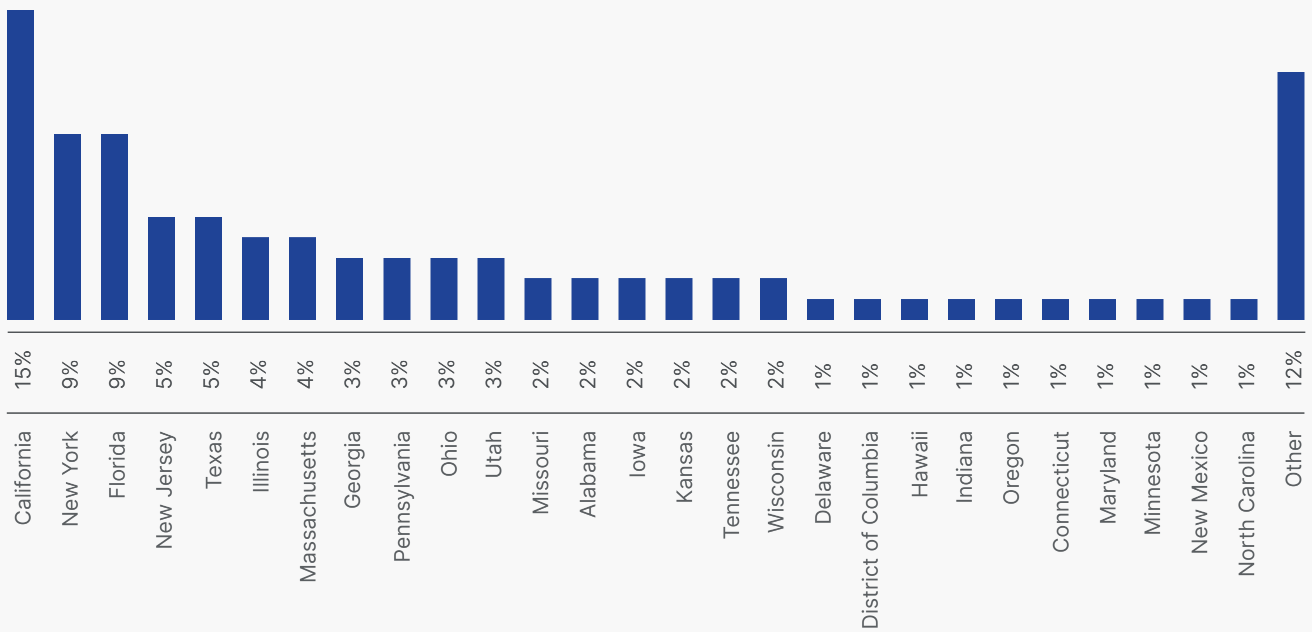
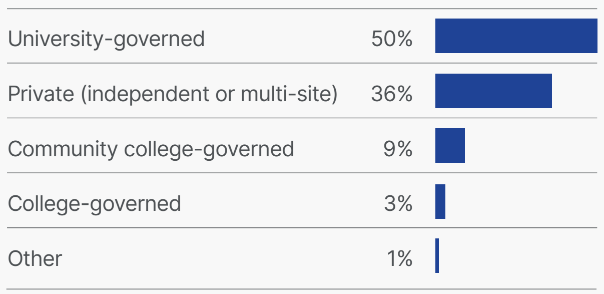
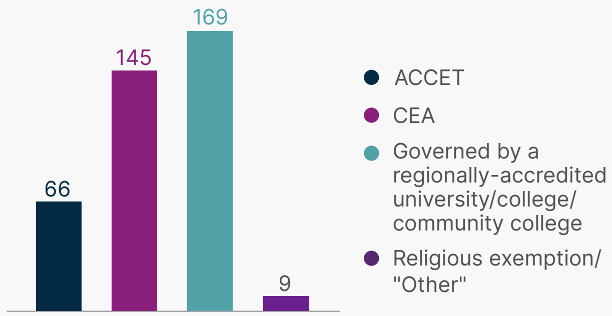


Chart 27:
Responding ELPs by provider type



Note: Percentages do not add up to 100% due to rounding.

Chart 28:
Responding ELPs by accreditation



Note: More than one option possible

Appendix 2: Glossary

General terms:

Student numbers: the total number of students who attend an ELP (a census).
Student weeks: the total number of weeks completed by all students in an ELP.
Juniors: students under the age of 18.
Adults: students aged 18 or older.

Provider Types:

Private (independent or multi-site) centers: not affiliated with any specific university or college and may have multiple locations where they offer English as a Second Language (ESL) programs.
University-governed centers: language education facilities directly overseen and operated by universities.
College-governed centers: language education establishments managed and governed by colleges.
Community college-governed ESL centers: language education institutions under the jurisdiction of community colleges.
Other: ESL centers that do not fall into the above-mentioned classifications. These centers may have unique affiliations or specialized programs, or they may serve specific demographics.

Recruitment channels:

Aggregators: platforms that bring together education agents (acting as sub-agents) and educational institutions for the purposes of student recruitment.
Direct enrollment: process in which students register for an English language course without the involvement of a third-party agent or intermediary.
Education agents: third-party individuals or companies that facilitate the recruitment and enrollment of international students in English language programs, typically on the basis of financial compensation.
Government scholarships: student recruitment through financial aid provided by a government.
Institutional agreements: student recruitment through collaborative arrangements between educational institutions.

Course types:

English for academic purposes (EAP) (credit and non-credit classes): an English language course that is designed to prepare students for further studies; aimed at improving English in an academic context and learning independent study skills like notetaking, discussion, academic reading and writing, and research techniques.
English for specific purposes (ESP): an English language course that focuses on effective functional communication in work-related situations, with courses tailored to a wide range of professions e.g. law, medicine, nursing, business, assembly line, architecture, acting, call center work, journalism, and hospitality.
English Plus: programs that combine English language learning with another skill or hobby (pursuing another academic or field-specific subject or leisure interest like art & design, business, hospitality management, golf, cooking, dancing, etc.).
General/Intensive English: an English language course aimed at improving general language skills. Courses help improve English in all areas of language: reading, writing, listening, and speaking.

Short-term summer and winter English program (fewer than 4 weeks): An English course generally geared towards customized groups of adults or juniors which provides a comprehensive English program, accommodation, and social activities.
Pathway program (degree program and ESL classes): a preparatory program with both English language skills and academic content designed to help international students gain the necessary skills/knowledge base to meet the full entry requirements for a degree program at that university.

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