

EDITORIAL

All the signs point to continuing growth in the field of TESOL in Aotearoa New Zealand. Whatever the outcome of the current public debate on immigration policy, there is no doubt that needs for learning English in the migrant and refugee communities will not decline for the foreseeable future -- though, as we are all too aware, whether there will be adequate provision for meeting those needs is another matter entirely.

It is probably not reasonable to expect that any one issue of the Journal will represent all the strands of TESOL work in the country at present. However I am pleased with the range of topics and issues that have been covered in the various contributions to the current volume. The two opening articles by Pat Syme and the Hagley teachers give a comprehensive account of how the language needs of newly arrived secondary students are addressed in Christchurch. Lois Bellingham's article deals with the situation of learners who have just made the transition from secondary to tertiary education, while the following four contributions (by Uthaiyan Danvivath, Libby Hallam, Marty Pilott and Alastair Ker) focus on specific issues in the teaching and assessing of learners in the tertiary/adult sector. In the two concluding articles there is an international perspective provided by two accomplished TESOL professionals who have recently travelled and worked overseas: Sara Cotterall on self-access centres in Ireland, France and Hong Kong; and Marilyn Lewis on her experiences as a teacher trainer in Vietnam.

A new feature in this volume of the Journal is the Reviews section. For some time now reviews have appeared in the *TESOLANZ Newsletter* but this section of the Journal opens up the possibility of publishing more extended reviews of items from both the professional literature and current teaching/learning resources. I hope that this will develop into a substantial component of the Journal in the future, covering not just print materials but also a range of other resources, such as the videos reviewed by Liz Morrison in the current issue.

Another new development that is to be welcomed is the appearance of the first issue of the journal of the Applied Linguistics Association of New Zealand (ALANZ), *New Zealand Studies in Applied Linguistics*. The two journals can be expected to follow complementary editorial policies, with the ALANZ journal focusing more on reports of applied linguistic research and on the theoretical bases of work in language education. This is not to say that the *TESOLANZ Journal* will no longer publish contributions that discuss theory or report research. Rather, the emphasis is likely to be on articles that draw on relevant theory and research in addressing the concerns of TESOL teachers and teacher trainers. In addition, there is certainly a place for accounts of action research and other forms of enquiry undertaken by teachers in their own workplaces, as well as for reflective discussion of language teaching practice.

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