

**12 August 2021**

**To:** Jackie Talbot  
**From:** Daryl Streat (President, [TESOLANZ](https://www.tesolanz.org.nz))  
**Regarding:** NCEA Proposed Subjects

Kia ora Jackie,

TESOLANZ strongly supports the proposal to offer English as a Second Language (ESOL) as a new subject for NCEA in the Learning Languages area of the NZ Curriculum. There is strong evidence of demand for this proposed subject in the sector, because this would affirm the value of English Language education and, as indicated by the Ministry of Education, will benefit English language learners (ELLs) in terms of achievement pathways which count towards course endorsement and University Entrance. 90% of TESOLANZ members surveyed in 2019 wanted achievement standards for ELLs in secondary schools and there is strong sector interest in the development of such standards. The inclusion of external assessment will ensure robustness in parallel with new externally assessed literacy requirements. TESOLANZ would like to be included in future discussions about what this proposed subject (ESOL) will look like.

The provisional name 'English as a Second Language' has deficit connotations in terms of the positioning of English language learners, many of whom are multilingual i.e. speaking more than one language other than English. TESOLANZ looks forward to working with the Ministry to identify an appropriate subject name, should the proposal be accepted.

TESOLANZ also supports Comparative Language as a new subject, as it promises to provide an opportunity for community language knowledge to be recognised and affirmed in the NCEA context. Teachers of English language learners and members of migrant communities are excited by this opportunity. However, further information is needed. TESOLANZ wants to ensure that learners fluent in their home language e.g. Japanese, can still be assessed against home language achievement standards, as well as Comparative Language, for NCEA. TESOLANZ suggests that the name of this proposed subject be changed to Language Studies to enable a broader approach in which language knowledge and use - as well as language comparison - could be recognised.

TESOLANZ has members with teaching and academic expertise in applied linguistics and translanguaging, as well as knowledge of our diverse bilingual/multilingual English language learners and the values of their communities. We would welcome the opportunity to contribute to the design and development of both ESOL and Comparative Language teaching and learning programmes and assessments.

In terms of the languages currently offered in the Learning Languages area, TESOLANZ considers it important that bilingual and multilingual learners - migrants, former refugees and international learners - in our schools have opportunities to maintain and strengthen their home languages, identities and cultures. We welcome the introduction of the two additional Pacific languages, Vagahau Niue and Gagana Tokelau. The presence and number of other languages with significant populations of speakers in our

schools vary regionally and in response to changing social movements and government policies. Such languages include Tagalog, Kiribati and Hindi, especially in specific regions. Exploration of opportunities for NCEA assessment of languages with significant communities in Aotearoa NZ is recommended, especially as we move to digital platforms.

TESOLANZ recommends that English for Academic Purposes (EAP) also be considered as a new NCEA subject, as this provides an appropriate pathway for many English language learners, as well as native speakers of English, towards tertiary studies. Three of the Level 4 EAP unit standards are currently acceptable for UE literacy.

Nāku iti noa, nā,



**Daryl Streat**

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