

Catherine Law
Curriculum Programme Lead
Ministry of Education

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Tēnā koe Catherine

The national association of teachers of English for Speakers of Other Languages (TESOLANZ) is greatly appreciative of the development of English as an Additional Language (EAL) as a new subject in the writing of the curriculum at Phase 5. Below we outline three requests associated with the development of this curriculum.

Firstly TESOLANZ requests that the new curriculum subject, **EAL, be included as an alternative subject within the already announced ‘compulsory English’ to be studied at Year 11.** One reason is that many English Language Learners (ELLs) are not yet ready to study Phase 5 English. Another reason, for ELLs whose English is sufficiently proficient for study at Phase 5, is that cross-curricular-focused EAL provides language and literacy focussed learning which is more beneficial for many ELLs than the literature-dominated English subject.

Further, TESOLANZ asks that **achievement in EAL at Stage 4 or 5 is considered as an acceptable alternative Foundational Literacy pathway for ELLs.** A significant reason is that EAL then becomes a recognised pathway to future study supporting “diverse post-school pathways, including further study, training and employment” ([MOE, May 2026](#)). Besides meeting the needs of migrant and former refugee students, a suitable Foundational Literacy pathway to New Zealand tertiary study could be important for maintaining the fee-paying international student industry.

Finally, TESOLANZ would like to be **involved in future discussions about University Entrance Literacy.** The current cross-curricular-focussed English for Academic Purposes (EAP) standards at Level 4 that are on the UE Approved List were originally developed for ELLs. They are now accessible to all students. TESOLANZ has expertise in the pedagogy that sits behind these standards and we would be interested in contributing to cross-curricular UE literacy assessment development in the future.

Yours sincerely,



Gwenna Finikin
TESOLANZ President

president@tesolan.org.nz www.tesolan.org.nz

C/- School of Languages and Applied Language Studies
Victoria University of Wellington, PO Box 600
Wellington 6140, Aotearoa New Zealand