TAKING THE LEAD

A Call for Change in the Support of International Students

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International Students in New Zealand

> $3 billion
ESOL IN NZ
Secondary & Tertiary

- 6,462 ESOL supported students in schools
  - (Ministry of Education, 2016)
  - ESOL Support classes (4-8 hours per week)

- 1,575 ESOL programme students in universities
  - (Ministry of Education, 2015)
  - Pre-degree English language
  - Academic Writing Programmes
  - Learning Advisors

- > 600 teachers???

- Should there be more?
Code of Practice (Pastoral Care for International Students) - Tertiary

- English language ability
- Cross-cultural training for staff
- Ongoing support

- Does this happen on a sufficient level?
ESOL TEACHERS
Their Professional Situation
Advocacy

- **TESOL**
  - *Enhance the leadership and advocacy skills of TESOL professionals.*
  - *Increase advocacy for, and improve the professional status of, English language professionals worldwide.*

- **IATEFL**
  - *Develop and support English Language Teaching professionals worldwide’*

- **TESOLANZ**
  - *Promote the professional interests of its members and cater for their needs*
Trends in TESOL

■ Marginalization

■ Lack of support
  – *Unequal to other academics* (Jones, 2008)

■ Revenue Stream
  – *High dependence on international students* (Fulcher, 2009)

■ Privatisation

■ If advocacy is working, why is this happening?
The Puzzle

- Revenue
- Marginalization (Privatization?)
- Advocacy?
The Future

- Contextualised support
  - *English in the Discipline* (Hyland, 2013)

- Unified support
  - *Mainstream + ESOL*

- Ongoing support
  - *Transition from ESOL to mainstream*
Taking the Lead

How do we make this a reality?

- Focus on broader institutional needs (Hackman, 1985)
- Playing ‘their’ game
- Turn up the advocacy
- Be more visible
THANK YOU

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References


