

CONNECTING CULTURES

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 **ENGLISH**
LANGUAGE PARTNERS
NEW ZEALAND
Working with Refugees and Migrants

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Kia ora

Helping people improve their English may seem a simple thing, but it has a huge impact on the lives of our newer Kiwis.

I'm delighted our full-time New Zealand Certificate in English Language programme is now running in a number of centres – enabling refugees like Colombians Luis Perez and Gerson Guerero to reach their goals of university study more quickly. Their stories show a courage and determination to succeed.

Increasingly, employers are recognising the economic benefits of good communication in the workplace, and many are working with employees to develop English skills. As Abi Bucknell, from WEL Networks, says in the *Doing it WEL* article, "We were prepared to invest in our employees' learning – willing and happy to help."

Gisele Rosa and Lara Hillary are two migrants featured in this issue who have settled and then joined us to assist others going through the same, challenging experience.

I'd like to thank English Language Partners' 2,300 volunteers. Because of their generosity, newer Kiwis feel more included in our neighbourhoods and workplaces.

Our volunteers do a phenomenal job helping refugees and migrants learn essential English so they can fit in the way we all do – as New Zealanders.

Nicola Sutton
Chief Executive

Donate

Help refugees and migrants lead the independent life many of us take for granted.

We have three easy ways to donate:

- 1** Mail us your donation slip (see pages 19 and 20)
- 2** Online at englishlanguage.org.nz
- 3** Call free on 0800 367 376

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An unexpected country

Atsuyo Tsukamoto never gave up on English – and it never gave up on her.

Major refugee uptake *for* full-time English

There's a scraping of chairs in the sunny classroom at English Language Partners' Hutt centre as learners on their new, full-time course break for lunch. Patricia Thompson

English Language Partners is one of the first accredited providers of the New Zealand Certificate in English Language. The course leads to a New Zealand Qualifications Authority qualification and is now being run in several centres around the country.

Unusually, 12 of the 14 Hutt learners are refugees, with just one migrant, from Greece, and another person who came to New Zealand seeking asylum.

They come from Sri Lanka, Myanmar, Somalia – and several from Colombia who are among the many people forced to flee the country due to persecution and violence by guerrilla forces, armed groups and drug cartels.

As their classmates head out to eat their lunches, three of the Colombian students, Beatriz, Gerson and Luis, stay behind to share their stories.





Beatriz Osorio

Beatriz came to New Zealand as a refugee in early 2014 after she, her husband and three children were persecuted by Colombian armed drug dealers. Beatriz didn't speak any English at all when she arrived. She now balances the demands of the course with working as a carer for children with disabilities.

My husband is a mechanic and in Colombia the Black Eagles armed group came to him and forced him to mend their cars. At first they paid him, but after a few months they made him do it for nothing. Then they started going to his work and taking him away to fix their vehicles.

It was very dangerous for him, he could not say no, so he had to leave. One night he left and drove to Ecuador on his motorbike.

When the armed group found out, they had me and my children put under house arrest. Our children are aged 8, 14 and 15 and my middle child Daniella has special needs.

We could not leave our home for eight weeks but my husband got help from the UN and the Red Cross and they arranged for us to leave for Ecuador too, to stay at a hostel for refugees.

We were very happy to come to New Zealand. My husband is working as a mechanic here and I really like my work caring for people with special needs. We love it here. My children are all in school and very happy.

When I first came here I didn't speak any English at all but I really wanted to learn. I want to speak English with the people I work with and with the many friends I have made.

I have a volunteer home tutor – Monique – who has helped me a lot, and now this course is really helping me too.

Help a refugee like Beatriz learn English. Make a donation at www.englishlanguage.org.nz/donate



Luis Perez

Luis, 22, had to leave high school early and abandon his plans to become a vet when his family fled to Ecuador. He is keen to gain English language skills and qualifications so that he can train as a Sign Language interpreter.

We had to leave our country six years ago because of the violence. We could not stay. I went to Ecuador with my mother and sister. I missed my last year of high school and could not study much in Ecuador because I was working to support my family. I worked as a mechanic and as a house painter.

I came to New Zealand as a refugee nine months ago. I love everything about it, the people, the language, the peace and the space. I even love the weather in Wellington – it is quite similar to in Ecuador.

When I came here I did not have any English. I did a beginner ESOL class and then started this course. All the English I know has been learned at this centre.

I need to have good English skills and certificates so I can study more. I want to be a sign language interpreter. I had a friend in Ecuador who was deaf. I helped him and it became an interest for me. I already learnt some Sign back in Ecuador but now I want to learn New Zealand Sign Language.

“I missed my last year of high school and could not study much in Ecuador because I was working to support my family.”

Gerson Guerero



PHOTOS: ANTONY KITCHENER

Gerson, 20, was studying to be a vet in Colombia but sought asylum in New Zealand after his family was first persecuted by FARC guerrillas and then threatened by armed groups.

My father had a farm, but the guerrillas caused trouble for him, so we had to leave our home and his farm and move to Bogota.

We had to leave everything behind. Our house was bombed and some of my family was injured.

The guerrillas said they would kill everyone in my family. The government would not help us so my father went to an armed group for help and became involved with them. He was arrested and sent to prison and he talked about some of the things the armed group have done – so now the armed group want to harm my family too.

It was very dangerous for me. I came to New Zealand because my auntie is here, and I applied for asylum.

I love it here. New Zealand is so quiet and peaceful. I spoke only a little English when I came here.

It's hard learning a new language, but I am enjoying it. I'm working really hard at it and asked my teacher for extra reading books.

I need very good English skills and qualifications because I hope to go to university. Rather than becoming a vet, now I want to study human medicine and become a doctor. ✂

Laughs and family support secret to learning English

A mixture of hard work, family support and laughs along the way is proving the perfect recipe for learning English for two Samoan men enrolled in the English for Employees programme. James Fyfe



With their sights set on becoming supervisors at their respective work places, Lemisio Kolio and Olo Roberts are not only relishing the chance to better their skills in their adopted language, but are thriving in the free, weekly classes.

Teacher Shirley Murphy says she adapts lessons to include students' individual needs.

"Lemisio brought along quite a few documents he needs to fill in for his company. Some of the words were quite hard, so we've incorporated

them into the class, to help with his vocabulary."

Lemisio says the new words help him to express himself better, and give him more confidence in talking with his boss.

"That's the main thing for me, learning new words and knowing their meaning," he says. "I just want more words, and learn to spell the words I already know [how to pronounce]."

While Lemisio, 55, is focusing on vocabulary to help him in his job at a meat processing plant, thirty-three-

year-old Olo, who works in logistics, says he wants to improve his listening skills.

Olo, a relative newcomer to the classes, says after seeing a marked improvement in his first few weeks of study, he is eager to learn.

"The main thing for me that I want to learn is understanding, because we've got customers who talk on the phone ordering the stuff they want. Sometimes they speak really fast and I can't catch [what they say]. And they talk different ways," he says.

The lessons are also an opportunity for him to improve his emailing skills, something that's crucial to his work.

"We started doing the emails [and] understanding the big words and the different ways to email customers and friends," he says, admitting that before the classes he would sometimes send work emails as if he was texting a friend.

And like Lemisio, Olo says he too has trouble with spelling. "Sometimes I can pronounce the word but I can't write it." He says he has also benefitted from the lessons based on Lemisio's work documents.

Shirley, and Fiona Nicol, the Auckland South centre coordinator, both agree that an overlapping of students' requirements is a common theme throughout the classes, as all participants are working, and share similar overall language needs.

"They all draw on each other, which is quite neat really," says Fiona.

The classes are not all serious though, with games like bingo adding a fun way to drill in new vocabulary. "We do have some laughs, but we learn a lot, too," says Shirley.

Learning is not limited to the two-hour per week lessons either, with the students' homework including reading newspaper articles, listening to talkback radio and watching the news on TV.



"I want them to use those words, and listen to the words and then we use them and talk about them in class," says Shirley.

In the end, though, learning a language is never an easy task and both students say without their families' help it would be impossible.

"My wife is my number one supporter," says Olo. "Sometimes when I'm stuck with emails around 2 or 3 in the middle of the night I ring her up and say 'Please, please, there's some words I don't understand'. She gets

up – I know she's angry, I know she's annoyed, but she has to [help me]."

Proud father Lemisio has seven children aged between 32 and 15 and says without their help he would be lost.

"Most of the time I [used to say] to them 'Come and help me' and now I go back with my new words and my homework and I say 'Come – I can show you'," he says. "My English is much better now."

Although Olo's initial aim is to become a supervisor – he narrowly failed his last test but was encouraged

to reapply – he says that is only the beginning for him.

"I already told my boss I'm not going to stop here. I want to keep going – that's why I'm here for this course, I want to learn more stuff."

And if the students both continue at their current pace, their ambitions may be realised sooner rather than later. ☺

Want to know more about classes?
[www.englishlanguage.org.nz/
learn-english](http://www.englishlanguage.org.nz/learn-english)

Doing it WEL

Improve communication skills – it's better for business and employee happiness. Alison Robertson

At WEL Networks – electricity distribution company for the Waikato – there are 283 people on staff coming from 26 countries, and a significant number do not have English as a first language. Some have a good command of formal English but that's not always the best English for the workplace.

Abi Buckell, Organisation Development Advisor at WEL, was getting requests from workers seeking help with reading and writing. She met with English Language Partners to discuss how they could work together to deliver good outcomes for WEL staff.

And the outcomes *are* good.

"We were prepared to invest in our employees' learning – willing and happy to help," says Abi.

"What pleases me is that what people are learning is not just benefitting them at work, it's helping across their lives, and they recognise that."

During the last year, there have been one-to-one sessions, weekly classes and some lecture-style sessions.

Classes were held in work time over 10 weeks at WEL's head office.

Su Ellis, English Language Partners' teacher has been leading the WEL programme.

"In a lot of cases it's about learning New Zealand colloquialisms, learning to deal with an irate customer.

"It's the socio-cultural aspects of conversation that second language speakers can find hard; small talk, how to participate in meetings, or even politely turn down a lunch invitation from a colleague."

For classes and one-to-one sessions, Su prepares targeted lesson plans.

Some sessions are for those working in customer service. Role play has helped staff improve their telephone technique.

"We used sample calls so participants could analyse what was being said

and discuss different ways of dealing with calls," says Su. From that, Su built a telephone language directory specifically tailored to the WEL workplace. "By the end, they could deal with quite complex phone calls."

She runs extra individual sessions if necessary and she's currently working with one senior manager who's been with the company more than a decade but acknowledges he needs help with formal writing to take his career further.

A lot more people want to take part than can be accommodated and so, more recently, WEL and English Language Partners introduced the lecture-style sessions. They're still interactive, but provide a short, sharp boost in a specific area, and they're not just about language.

Yun Jae Lee, a systems analyst from Korea, has been with WEL for two years, but in New Zealand for 13.



“I had done several language courses – some were boring, so when I heard about this one, I thought I could be wasting my time. But this is different. I didn’t know what problems I had before.”

One of Yun’s problems was that when she spoke and wrote emails, she was too direct – she didn’t “ask nicely”. She thought making herself understood was enough.

Su’s classes were fun, Yun says. “We were laughing all the time and that releases a lot of stress. I feel more confident now, but it takes time. I now know to ask if I don’t understand something, and I’ve made small cards with different phrases that I look at in quiet moments to refresh and remind myself.”

“I feel a lot more confident now, but it takes time.”

– Yun Jae Lee

What the classes have done is make it okay to talk about communication issues, Abi says.

“Managers say they are seeing better outcomes when staff are talking to customers and working through issues with their peers. There’s more clarity around communication and people are relaxed about identifying and asking questions. Conversations are much more comfortable.”

And Abi suggests smilingly that perhaps it’s time some Kiwis took a lesson or two so they can better understand how difficult it can be for second language speakers to understand and use New Zealand English. ✂

Need help with workplace English?
www.englishlanguage.org.nz/employers



Su Ellis with employees from WEL Networks.





Lara and David with their children and two international student boarders.

Doing what comes *naturally*

Laramie (Lara) Hillary knows what it's like to land in a new country and make a life for yourself. It isn't easy. And that's despite having a Kiwi husband and good English. Alison Robertson

Having started with English Language Partners as a volunteer tutor, Lara's in her element. With a Bachelor of Arts in English, some law papers under her belt, a teaching diploma and a post-graduate Certificate in TESOL, Lara is now taking a conversation class,

helping out in ESOL-Literacy classes and teaching one-to-one.

Lara and husband David came from the Philippines via China to set up home in Hamilton in 2007.

"I had my first child in China – where we lived for over a year. They told

me I was having a boy and I bought everything blue, but the baby was a girl."

Little more than a year later and living in New Zealand, she had a son. Her children are now six and seven.

Lara had been here only a couple of weeks when she started working for Kip McGrath Education Centre. She also helped out with Shama Homework, helping children with refugee backgrounds.

She found the style of teaching different in New Zealand.

"In the Philippines, teachers are stricter and command more respect. People told me I was nice, but strict. Here, the children were calling us by our first names. It's far more casual."

The pressure of teaching and looking after a young family saw Lara leave Kip McGrath. She studied for her Certificate in TESOL at Wintec while David left his job to look after the children. She worked for a few months for the Auckland Academy of Learning, but knew that wasn't right for her.

"I was restless, but unsure what to do next." After seeing an advertisement for tutors in a local paper, she "rocked up at English Language Partners ready to help". Lara started volunteering at the twice-weekly ESOL-Literacy classes.

"I knew what these people were going through, I had felt their pain. I was the same when I went to China and couldn't speak the language."

Now on Wednesdays, Lara crosses town to Rototuna, where she takes an English Language Group. The nationalities include Japanese, German, Sri Lankan and Iraqi. She covers a variety of subjects.

"The important thing is to get them talking. If I can get them talking about themselves, their cultures, their reasons for coming to New Zealand, then that's good," Lara says.

"We've also covered the national anthem and how it differs from their anthems."

Lara recently completed the training required for English for Employees



PHOTOS: KERRY BLAKENEY-WILLIAMS

“I'm a lot happier now I'm using my skills.”

teachers, and now teaches on this specialised programme.

Waikato manager Jo de Lisle says they're lucky to have Lara. "She's so enthusiastic and happy. The Rototuna group needed a new teacher and Lara came along to fill the gap. She's thrown herself into using her skills wherever she can. Lara's willing to give anything a go."

Lara and David want their children to be comfortable in, and have respect for other cultures. They have international students boarding with them and Lara would like to take her children to live in China if the opportunity presents. Meanwhile, she has plenty to keep her busy.

"I was at a loose end for a while, but

I'm a lot happier now I'm using my skills. It's important to be proactive."

Lara says her learning certainly hasn't stopped. She's a volunteer for Literacy Aotearoa in their adult literacy programme, and is part of a team of English Language Partners volunteers running a class for working people preparing for the IELTS test.

"I'm passionate about this and it comes naturally. It's satisfying," Lara says. "I'm in my element." ✨

Keep up with more learner stories:
[www.englishlanguage.org.nz/
learners-stories](http://www.englishlanguage.org.nz/learners-stories)



Never stop learning – *or teaching*

Brazilian IT worker Gisele Rosa proves teaching English isn't solely the domain of native speakers. James Fyfe

Three years ago, Gisele arrived with the dream of immersing herself in a new language and culture. Not only has she made huge improvements in her English, but she's sharing her knowledge with others too.

"One of the reasons I said it should be nice to live in New Zealand was the opportunity to talk and live in English – to learn more."

Working for an international company and taking classes before arriving gave her a foundation in the language, but it wasn't until she had to live and breathe English that Gisele realised just how hard it can be to really survive in a foreign land.

"It's totally different when you live in the country. This moment when I just arrived, I thought 'maybe I need more help'. I had thought my English was okay, but it wasn't enough."

Working full-time as a software testing engineer, Gisele had plenty of opportunity to use the English she did know, but limited time to learn more.

It was at this point she turned to English Language Partners, where the English for Employees programme became invaluable to her learning and settling in process.

"They teach you English – this is the main reason for the organisation – but they teach you more."



PHOTO: ANDREW LAU

"It helped me, because you know the techniques, so you can use them for yourself."

Gisele stresses a multi-skill method of learning.

"If you say 'I am going to study', a lot of people think 'grammar'. But you're not good in a language if you don't know how to listen, read, how to talk. You need to try all together.

"Don't be afraid of making mistakes. A lot of learners don't talk because they're going to say something wrong. But this stops them learning. If you try and fail, [people] fix you and you learn, but if you don't try, opportunities close."

The secret ingredient for teaching, she has found, is just listening.

"One of the most important parts is to let the learner talk. A lot of immigrants stay at home; they speak only their mother tongue with their husband and children. They don't have the opportunity to speak English, so part of our job as a tutor is to listen."

The benefits of teaching go far deeper than just improving language skills however, with Gisele saying lessons offer an opportunity for people with completely different backgrounds to connect.

"After a while you become friends – it's almost impossible not to," she says, recounting how she's watched the children of her Korean learner grow up over the two-and-half years she's taught her.

The next challenge for Gisele is putting her language skills to the test to make sure her soon-to-be-born daughter becomes as comfortable living and breathing in two languages as her talented mother. ✨

"When you have help like this – you go to this organisation, you talk with people – it makes the difference for a migrant to stay in New Zealand or leave. Because if you set out in the right way, you stay. They make a big contribution for not just the English, but for settling new migrants."

As her English improved and she became more confident, it was suggested that Gisele help others who struggled as she had.

"I thought 'I don't know, I'm still learning'," but adds she was finally convinced it wasn't only native speakers who could teach.

"I don't think I'm perfect in English, but I've overcome some barriers – maybe people who are starting, maybe I can still help [them]."

Once convinced, the volunteer training course and a bit of trial and error not only solidified her path, but also strengthened her own skills.

Want to volunteer to teach English?
www.englishlanguage.org.nz/teach-english

Network news

Students move ahead with full-time study

Celebrating at Taranaki's *ESOL Intensive* graduation party. Learners are from the Philippines, China, Japan, Taiwan, Thailand, Iran, Namibia, Sri Lanka, India, Colombia, and Brazil.



Getting to grips with local issues

Mayor Sheryl Mai visited Whangarei's *New Zealand Certificate in English Language* class to answer questions about rubbish, recycling, road safety and organising local ethnic events.



Award-winning manager

Tauranga City Council awarded their first Community Award to Philippa Cairns, our Bay of Plenty manager. Philippa was nominated by many of the thousands of people whose lives have been changed through her work.



Inspiring leadership

Berlinda Chin, Director, Office of Ethnic Affairs, Dept. of Internal Affairs

I was recently appointed to the directorship of the Office of Ethnic Affairs. I am honoured to contribute to the public sector at a senior leadership level.

Prior to this, I worked in the department for nine years as an Intercultural Advisory Manager, Knowledge Coordinator and Ethnic Affairs Coordinator.

The department's roles are diverse – from managing passports to community funding and government ICT.

Managing these unrelated functions is much like managing ethnic diversity – it can be challenging, but there are links that make us stronger.

I grew up in Malaysia – a multicultural society where I learnt to appreciate different perspectives. These are best discussed in an open and fair way to find solutions that bring people together.

Dialogue begins with the simple act of talking. It is important to listen to one another. Suspend judgment. Share ideas. Debunk myths. Make connections. Work together.

Globalisation, technology and better transportation has increased migration and interaction between migrants and non-migrants within and across borders.

Migrant communities bring know-how, practices, and skills that improve their host societies.

Migration is felt in classrooms, neighbourhoods and markets in cities throughout the world, and requires new educational responses.

- How can we best prepare our next generation and our young leaders for a world in which diversity is the norm?
- How can we nurture graduates to manage cultural complexity and increasingly blurred markers of origin and ethnicity?
- How can we prepare citizens to understand multiple spheres of participation – local, national and global?

Let's have a glimpse of New Zealand today.

2013 Census data revealed 213 ethnic groups living here. 25.2 percent of people were born overseas.

New migrants add an estimated \$1.9 billion to our GDP every year, while international students contribute \$2.3 billion and inbound tourists around \$9 billion¹.



People no longer work in an insular marketplace; in a world-wide economy, they now compete for jobs with staff from all over the world. Our nation's human capital grows substantially as more women and ethnic people enter the workforce.

Ethnic Affairs encourages openness to diversity. We take a leadership role on how we can work with community, business and government to shape society positively.

We need to be constantly looking at how we define "leadership". One of my favourite quotes is from Kendra Coleman:

For me, leadership is an act – a decision to take a stand, or step, in order to encourage, inspire or motivate others to move with you. What's more, the most effective leaders do not rely on their title, or positional power, to lead. Rather, their ability to use their own personal power combined with their use of strategic influence are what make them effective.

With increasing globalisation and ethnic diversity, we need to encompass a wide range of leadership styles from different cultures. As we become more diverse, how do we leverage the alternate leadership models from our diverse populace?

This brings me back to my multicultural upbringing which values giving space to air our differences, and combining our strengths to solve problems.

Ethnic Affairs is committed to achieving better outcomes for government, community and business through partnership. We want to work together with key societal actors such as English Language Partners to build a New Zealand, Aotearoa that we can all be proud of. ✨

¹ http://www.nzherald.co.nz/business/news/article.cfm?_id=3&objectid=11155122



Atsuyo Tsukamoto

An unexpected country

Atsuyo Tsukamoto knows perseverance and partnership are keys to enjoying life in an 'unexpected country'.
Bruce Munro

One day, after a class, Paul Naidu, manager of English Language Partners in Dunedin, asked Atsuyo an important question.

"Do you know why your English keeps on improving?" Paul asked. Atsuyo had no answer. "It is because you never give up," he told her.

Perseverance has been a repeated theme in Atsuyo's life since coming to New Zealand.

A native of Nagoya, Japan's fourth largest city, the office administrator quit her job and joined her husband in New Zealand in late-2008.

Her husband, a dental technician, had shifted here a year earlier, in search of better work conditions. He chose Dunedin because not only was there work, but he liked the rural feel of the small city.

When Atsuyo arrived she knew no one other than her husband.

She had learnt English throughout her secondary schooling and for two years at junior college, the Japanese equivalent to polytechnic. As a young woman she'd also enjoyed a year-long travelling holiday in Canada.

Network news

Award goes to Nelson

Learners are delighted their centre won the 'Education and Child/ Youth Development' category at the 2014 Nelson-Tasman Trustpower Community Awards.



Fun with flax

During Adult Learners' Week, Wanganui's International Women's Group learned how to work with flax.



Election know-how for new voters

Northland learners learned how to enrol for the 2014 General Election – taking enrolment forms for friends and family too.



Race Relations Commissioner at Bay of Plenty event

Dame Susan Devoy presented certificates to graduates of our centre's *New Zealand Certificate in English Language*.





Atsuyo with Nicola Sutton, English Language Partners' Chief Executive.

But years later, and in a country that didn't use North American English idioms, she struggled.

"It was so different to the English I learnt in Japan and Canada," she recalls. "It was terrible."

Making matters worse, Atsuyo was unable to get work. It was the beginning of the Global Financial Crisis and there weren't many jobs to be had. The experience robbed her of all confidence speaking English.

"I am basically a people person and I love to talk with people," she says.

"But at first I couldn't do that – I didn't even have conversations with shop workers."

It was a vicious cycle. Without better English Atsuyo couldn't work, but without work she couldn't afford expensive English lessons.

She continued to struggle to study English on her own at home.

Then she saw an advertisement in the newspaper for English Language

Partners. Although there was no room in their free class, her budget did stretch to allow her to join the low-cost 'Everyday English' class.

Once a week, for two hours, Atsuyo attended 'Everyday English'. She and other migrant women would play games, practise some grammar and talk together about their experiences. They shared in each other's difficulties and triumphs, small and large, as they built lives in this country.

Some of Atsuyo's classmates were more fluent English speakers than she. For a while this knocked her confidence again.

"Then I decided, OK, I am at the bottom now, but I can climb out."

Over the next four years Atsuyo took more English classes and also worked with a volunteer home tutor once a week.

"She asked me: 'What do you want to get from home tutoring?'"

"I said I wanted to correct my pronunciation and I wanted to speak a lot."

So that is what they did – for about 18 months.

Atsuyo knows her English is much improved.

"At first I had no idea how to keep a conversation going in English. But now I can talk a lot – sometimes too much," she says with a laugh.

Atsuyo and her husband have both Japanese and English-speaking friends, and are enjoying life in Dunedin.

"Moving to New Zealand was not expected," Atsuyo says.

"My dream when I was young was living in Canada. But in New Zealand now I have a lot of good memories and I know a lot of good people. So I'm very happy here."

She works three days or more a week at The Jitsu, a Japanese restaurant near the centre of town. It's good work, but her goal is still to get an office job.

Last year, Atsuyo just missed out on getting the IELTS score needed to enroll in a polytechnic business course. But she's determined to keep working on her English until she reaches her goal.

It's been made much more possible by the good people she's come to know, Atsuyo says.

When English Language Partners opened new offices in Dunedin, Paul asked Atsuyo to speak to the learners, staff and invited guests; including Immigration Minister Michael Woodhouse and English Language Partners' Chief Executive Nicola Sutton.

Atsuyo asked the audience the same question Paul had asked her: "Why did my English keep improving?"

But this time she had something to add to his answer.

"Because I never gave up. And because English Language Partners never gave up on me." 🌸

DID YOU KNOW

We have **23** centres throughout New Zealand

English Language Partners supports

567,000 hours of teaching



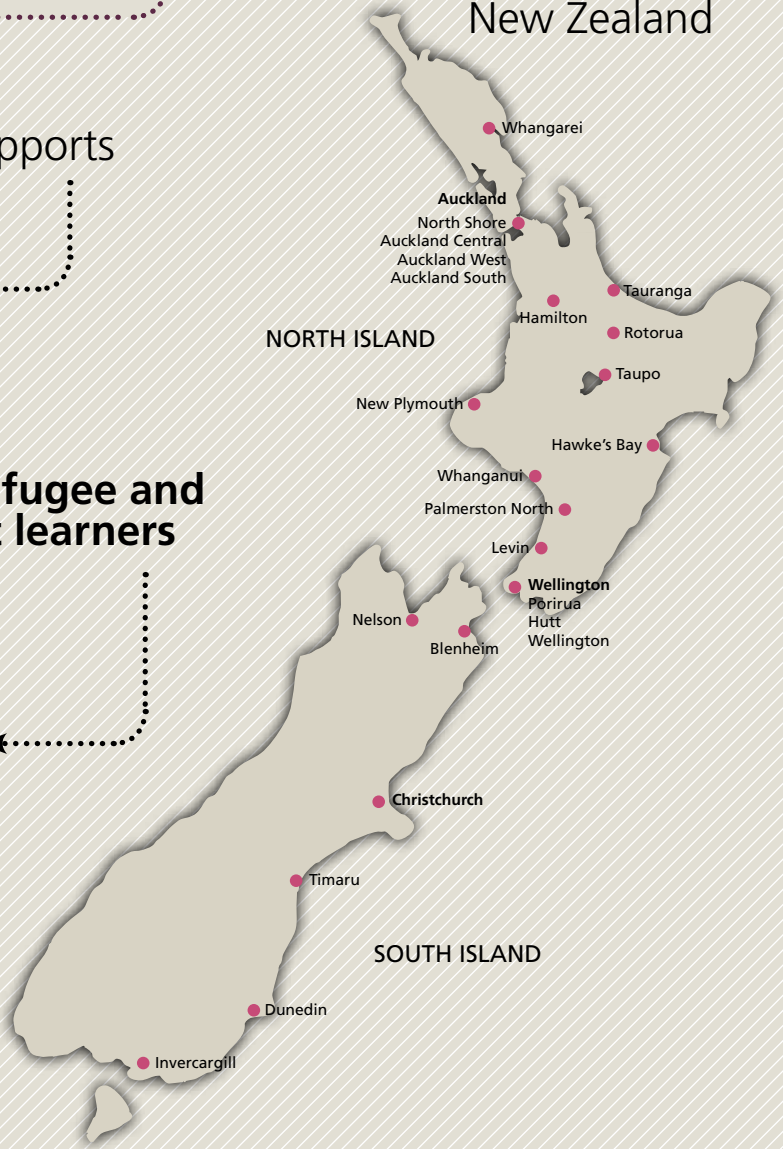
6,600 refugee and migrant learners

from over **150** countries

2,300 volunteer tutors

1,500

refugees and migrants are waiting for a volunteer.



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trains volunteers to help new Kiwis start a fresh life in Aotearoa.

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- 2** **Online** at englishlanguage.org.nz
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