Sadeghi, Amir (Islamic Azad University, Damavand Branch and University of Canterbury, amirsadeghi@canterbury.ac.nz)
Non-presenting authors: Everatt, John (University of Canterbury, john.everatt@canterbury.ac.nz); McNeill, Brigid (University of Canterbury, brigid.mcneill@canterbury.ac.nz)

Influence of language background on reading comprehension among ELLs
This talk will report findings from research investigating predictors of reading comprehension skills on the basis of the Simple Model of Reading amongst children learning to read in English from different language backgrounds in New Zealand. The participants were: (i) those who only speak English at home (monolingual), (ii) those who speak English and another language at home (bilingual), and (iii) those who speak another language at home (English second/additional language). The children were given measures of text reading comprehension, listening comprehension and vocabulary, as well as measures of decoding, phonological awareness, morphological awareness and orthographic skills. The results indicated cross-language effects (specifically in listening comprehension) in addition to language specific effects (i.e., in vocabulary) over-and-above the influence of word decoding. These findings are considered in light of their implications for supporting reading comprehension development in English language learners.

Primary, Poster, Multilingualism and translanguaging
Saturday 16 July, 12:20pm - 12:50pm, Room: S Block, First floor foyer

Shannaq, Alena (AUT, alyona_nc@hotmail.com)

Learner’s perceptions of academic writing before and during undergraduate study
As a result of globalisation, English became the language of education (Al-Khairi, 2013). To gain entrance to higher education institutions in New Zealand, international students often need to obtain acceptable IELTS scores. However, passing the IELTS test with the required results does not make international students confident that they will be able to cope with their academic studies (Leki & Carson, 1997). The aim of the research is to investigate changing perceptions of the academic writing demands of international second language students of English prior to and during their first year of undergraduate studies. The research is mixed-methodological. The first quantitative part of the research will involve an online survey of students at four stages of their study prior to and after enrolment into a degree course. The second qualitative part of the research will involve multiple case studies with triangulation of methods.

Tertiary, Pechakucha, Assessment
Friday 15 July, 11:15am - 11:45am, Room: S1.05
Also:
Tertiary, Poster, Language across the curriculum
Friday 15 July, 12:05pm - 12:35pm, Room: S Blck, First floor foyer

Shovelton, Meg (Wintec, Meg.shovelton@wintec.ac.nz)
Tupou, Maria (Wintec, maria.tupou@wintec.ac.nz)

Mind the gap: Disjoists in NZCEL provision
The New Zealand Certificates in English Language (NZCEL) aim to standardize programmes across education providers. They cover Levels 1F-5 (CEFR low A1-C1), with academic, workplace and/or professional qualifiers from Levels 3-5. After two years of provision, there is significant concern about the gap between L3 (CEFR B1 exit) and L4 (CEFR B2 exit), with many providers favouring increased hours for L3. This presentation explores the gap between the two levels and the success or failure of approaches and materials designed to bridge it. A series of focus groups were held, involving current providers, which identified specific weaknesses in the skills and knowledge-base of L3 learners on exit. The groups also explored the effectiveness of teaching approaches designed to bridge these gaps. Contributions from paid discussions inform the presentation, including a description of typical student profiles at each level and anecdotal evidence to support a suggested increase in learning hours for L3 participants.

Tertiary, Paper, NZCEL, NCEA, unit standards
Saturday 16 July, 2:05pm - 2:35pm, Room: L2
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30am</td>
<td>Registration Open/Proposal Deadline</td>
</tr>
<tr>
<td>10:00am</td>
<td>Welcome/Introduction/Overviews from Guest Speakers</td>
</tr>
<tr>
<td>10:30am</td>
<td>Concurrent Sessions A, B, C</td>
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<td>11:30am</td>
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<td>12:30pm</td>
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<tr>
<td>1:30pm</td>
<td>Concurrent Sessions A, B, C</td>
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<tr>
<td>2:30pm</td>
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**Break**

Programme – Saturday 16 July

Community Languages Day continued