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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 Block, First floor foyer

Shovelton, Meg (Wintec, Meg.Shovelton@wintec.ac.nz)

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

Mind the gap: Disjoints 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 FG 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

Programme – Saturday 16 July

Community Languages Day continued

ROOMS	L2	L3	L4	L5	S1.01	S1.02	S1.03	S1.04	S1.05	SG.01	SG.02	SG.03	KB.01 (computer lab)
2:05pm - 2:35pm	NZCEL / NCEA Mind the gap: Disjoints in NZCEL provision Shovelton, M. & Tupou, M. TERTIARY (Paper)	TEACHER ED Buzz session: Collaborative perspectives for a multicultural New Zealand Forrest, L. & Fisher, M. COMMUNITY (Workshop)	TEACHER ED Teaching pronunciation: Fluent from the start Pilot, M. TERTIARY (Workshop)	CURRICULUM Bridging the gap in reading comprehension strategies of 'non-readers' Isoyama, W. TERTIARY (Paper)	LEARNER MOTIVATION The use of Kiwi slang in the workplace Cook, C. & Walkerdine, C. COMMUNITY (Workshop)	LEARNER MOTIVATION Excuse me while I kiss this guy Marsden, N. TERTIARY (Workshop)	TE REO / MAORI Enhancing the learning experience of Maori language students through assessment Greensill, H. TERTIARY (Paper)	S1.04 OTHER Understanding the rules of the game: The challenge of the job interview for newcomers to New Zealand Riddiford, N. TERTIARY (Paper)	S1.05 ACADEMIC LITERACIES Brokering practices among EAL students Lee, S. TERTIARY (Paper)	SG.01 BLENDED / CALL The future of language learning: AI and CALL Sperlich, W. TERTIARY (Paper)	SG.02 TEACHER ED Peaceful approaches to traditional tasks: Bridging interpersonal gaps Thomas, H. TERTIARY (Workshop)	SG.03 OTHER Is life too short to agonize the rules of articles: The teaching of English as a Lingua Franca in New Zealand today? Champion, R. TERTIARY (Workshop)	BLENDED / CALL Weather... Or Not the new online editions for each month Hynson, Y. TERTIARY (e-Workshop)
2:35pm - 2:40pm	BREAK			BREAK			BREAK	BREAK TO MOVE BETWEEN SESSIONS					
2:40pm - 3:10pm	NZCEL / NCEA Scaling the cliff: Benchmarks and teaching hours in NZCEL Charleston, B. TERTIARY (Paper)			CURRICULUM Bridging the gap between L1 and L2 speakers: Let's talk to local students Jones, J. & Rutt, O. TERTIARY (Paper)			LEADERSHIP & MANAGEMENT EAL and its position in the New Zealand secondary Curriculum: Manganenti, muster and reimagined Bland, A. & Farshadnia, S. SECONDARY (Paper)	TEACHER ED Making steps on their own: Teachers' perspectives on learner autonomy Field, J. & Vane, R. TERTIARY (Paper)					
3:10pm - 3:40pm	Afternoon Tea in the Trade Exhibition Area												
3:40pm - 4:25pm	Featured Speaker: Dr Richard Hill, The University of Waikato Maori bilingual education in Aotearoa: Navigating the crossroads Sponsored by Ako Aotearoa												
4:25pm - 4:30pm	BREAK TO MOVE TO AGM												
4:30pm - 5:15pm	TESOLANZ Annual General Meeting												
5:15pm - 5:20pm	BREAK TO MOVE TO SIG MEETINGS												
5:20pm - 6:00pm	Primary SIG Meeting Location: S1.01												Tertiary SIG Meeting Location: S1.05
5:30pm - 6:45pm	Delegate free time												
6:45pm - 10:30pm	CLESQL 2016 Conference Dinner Sponsored by Wintec												
Location: The Atrium, Wintec City Campus (A Block, Gate 3, Tristram Street, Hamilton)													