

**Thursday 4 June**

**5:20pm - 6:00pm**

Room: Block Y, Room Y306

**Presentation Title:** Embedded self-study time in English as an Additional Language (EAL) programmes

<b>Presenter / Co-presenters:</b>	Kerstin Dofs
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<b>Theme:</b>	Self-directed and self-access learning
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

This research project is the third in a series of studies of best practice in supporting students' independent language learning at Christchurch Polytechnic Institution of Technology (CPIT), NZ. The first project was an audit of the use of the Language Self Access Centre (LSAC) i.e. how, why and when learners and tutors use the centre and recommendations to maximise effective exploitation of the LSAC were made from the findings. The second acted on these recommendations and resulted in increased support for students' independent language learning through implementation of self study time in the LSAC, supervised by tutors and assisted by learning facilitators (LF). Resources on language learning strategies were also developed and compiled and made available for use by classroom tutors, with the intention of increasing the awareness and use of language learning strategies in the classroom as well as in the LSAC. This study explores the support for students' independent language learning given by tutors and LF, including the use of the compiled resources.

### **Biodata**

Kerstin Dofs is an English Language Teacher and Manager of the Language Self Access Centre (LSAC) at Christchurch Polytechnic Institute of Technology (CPIT) in New Zealand. She has worked as an English language teacher in Sweden and New Zealand. She holds a Bachelor's degree in Education from Mid Sweden University in Härnösand, Sweden, a TESOL Certificate from Christchurch College of Education NZ and a Graduate certificate in English Language Teaching from CPIT, NZ. She is currently studying towards a Master in Language Learning and Technology at University of Hull, UK. Her research interest lies in the field of language learning strategies.