

**Fostering Autonomous Reading: A Comprehensive Approach
to Encourage Angolan ELT Students at ISCED-Benguela
Develop Reading Literacy**

António Lolino

**Tese de Doutoramento em Didática das Línguas-
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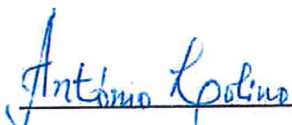
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O orientador,

Assinado por: Carlos Francisco Mafra Ceia
Num. de Identificação: 05651134
Data: 2025.05.04 15:39:20+01'00'

Professor Doutor Carlos Ceia

Lisboa, 23 de abril de 2025

DEDICATION

To

- My **wife**, *Teresa Epaco Chirula*, and **children**.

You have inspired my ambitions, self-challenges, and struggles in and for life.

- My **parents**, father in memory.

You have been the reason for my existence and blessings.

My greatest LOVE to YOU!

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ABSTRACT

Fostering Autonomous Reading: A Comprehensive Approach to Encourage Angolan ELT Students at ISCED-Benguela Develop Reading Literacy

António Lolino

This study aims to propose a comprehensive reading approach sustained by interactive strategies to develop reading literacy of the Angolan ELT (English Language Teaching) students at ISCED (Instituto Superior de Ciências da Educação) in Benguela, a higher institute of education sciences. The research originated from the reluctance these students demonstrate towards their academic reading assignments, which leads them to dependency on the lecturers' directions to deal with the reading tasks. This attitude has negative effects on the students' academic performance and achievement. In this study, two main theories have supported the claims presented throughout the work - the Social Constructivist Theory and the Self-Determination Theory (SDT), based on the view of reading as a socially constructive act. The data were collected from both students and lecturers, as well as from the library at ISCED-Benguela. Regarding the research instruments used, two different questionnaires were administered online, utilising Google Docs. One questionnaire was answered by 116 students and another by 5 lecturers. Besides, an observation of the Institution's library, an experiment of the proposed reading strategies, and students pretest and posttest were also conducted. The results were analysed quantitatively and qualitatively according to each research tool. The major results obtained from the study indicate insufficiency of the reading instruction approach, the lack of suitable reading strategies, and the lack of reading conditions, including bibliography shortage, the physical reading environment, and the absence of technological infrastructure. In addition, the experiments conducted revealed that students' motivation, readiness, and engagement in reading are fostered by well-directed and student-centred collaborative reading activities. Having contemplated and analysed the findings collected, several suggestions were presented to solve the research problem. Therefore, the study recommends the combination of intensive and extensive reading approaches, as well as student-centred interactive reading strategies.

Keywords: Autonomous reading, intensive reading, extensive reading, interactive reading strategies, reading literacy

RESUMO

Promoção da Leitura Autónoma: Uma Abordagem Abrangente para Incentivar os Alunos Angolanos de ELI no ISCED-Benguela a Desenvolver a Literacia em Leitura

António Lolino

Este estudo tem como objectivo propor uma abordagem de leitura abrangente sustentada por estratégias interactivas para desenvolver a literacia em leitura dos alunos angolanos de ELI (Ensino da Língua Inglesa) no ISCED (Instituto Superior de Ciências da Educação) em Benguela. A investigação teve origem na relutância demonstrada por estes alunos em relação às suas tarefas de leitura académica, o que os leva à dependência das orientações dos professores para lidar com as tarefas de leitura. Esta atitude tem efeitos negativos no desempenho e no rendimento escolar dos alunos. Neste estudo, duas teorias principais suportaram as afirmações apresentadas ao longo do trabalho - a Teoria Social Construtivista e a Teoria da Autodeterminação, baseadas na visão da leitura como um ato social construtivo. Os dados foram recolhidos de alunos e professores, bem como da biblioteca do ISCED-Benguela. Relativamente aos instrumentos de pesquisa utilizados, foram aplicados dois questionários diferentes, via online, com recurso ao Google Docs. Um questionário foi respondido por 116 alunos e outro por 5 professores. Para além disso, foi realizada uma observação da biblioteca da Instituição, uma experiência com as estratégias de leitura propostas e um pré e pós-teste com os alunos. Os resultados foram analisados quantitativa e qualitativamente de acordo com cada instrumento de investigação. Os principais resultados obtidos no estudo indicam a insuficiência da abordagem de instrução de leitura, a falta de estratégias de leitura adequadas e a falta de condições de leitura, incluindo escassez de bibliografia, ambiente físico de leitura e ausência de infraestruturas tecnológicas. Além disso, as experiências realizadas revelaram que a motivação, a prontidão e o envolvimento dos alunos na leitura são promovidos por actividades de leitura colaborativa bem direccionadas e centradas no aluno. Após contemplar e analisar os resultados

recolhidos, foram apresentadas diversas sugestões para solucionar o problema de investigação. Por conseguinte, o estudo recomenda a combinação de abordagens de leitura intensiva e extensiva, bem como estratégias de leitura interativa centradas no aluno.

Palavras-chave: Leitura autónoma, leitura intensiva, leitura extensiva, estratégias interactivas de leitura, literacia da leitura

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LIST OF ABBREVIATIONS

AI – Artificial Intelligence

BA – Bachelor of Arts

CD – Compact Disc

CEFR– Common European Framework of Reference for Languages

CELL – Conferring with English Language Learners

ChatGPT – Chat Generative Pre-trained Transformer

COVID-19 – Coronavirus Disease of 2019

CPLP – Comunidade dos Países de Língua Portuguesa

CSR – Collaborative Strategic Reading

DELM – Departamento de Ensino de Letras Modernas

DVD – Digital Versatile Disc

EAP – English for Academic Purposes

EFL – English as a Foreign Language

ELI – Ensino da Língua Inglesa

ELL – English Language Learners

ELT – English Language Teaching

ER – Extensive Reading

ERJ – Extensive Reading Journal

ERL – Extensive Reading Log

HRD – History of Reading Difficulties

ICT – Information Communication Technology

INAGBE – Instituto Nacional de Gestão de Bolsas de Estudo

INE – Instituto Nacional de Estatística

IR – Intensive Reading

IRJ – Intensive Reading Journal

IRL – Intensive Reading Log

ISCED – Instituto Superior de Ciências da Educação

NRD – No history of Reading Difficulties

OECD – Organisation for Economic Cooperation and Development

PALOP – Países Africanos de Língua Oficial Portuguesa

PDI – Plano de Desenvolvimento Institucional

RG – Reading Group

RJ – Reading Journal

RL – Reading Log

ROM – Read Only Memory

RRJ – Reading Response Journal

SADC – Southern African Development Community

SDT – Self-Determination Theory

SLM – School Literacy Movement

TEFL – Teaching English as a Foreign Language

TOEFL – Test of English as a Foreign Language

UNESCO – United Nations Educational, Scientific, and Cultural Organisation

ECTS – European Credit Transfer and Accumulation System

5L– Lack of a specific reading literacy development policy

Lack of funds for reading literacy development

Lack of reading literacy specialists

Lack of training programmes for lecturers' qualification in reading literacy

Limited library materials for reading literacy development

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CHAPTER I: INTRODUCTION

Literacy is a right and empowers people. It opens doors to the enjoyment of other human rights and freedoms. Literacy provides a foundation on which people can acquire broader knowledge, skills and values, as well as cultivate attitudes and behaviours, to foster a culture of sustainability and lasting peace, based on respect for equality and non-discrimination, the rule of law, solidarity, justice, diversity and tolerance. Literacy also enables people to build harmonious relations with themselves, other people and the planet. (UNESCO, 2024, p. 1)

The assertion in the above quotation implies the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) understanding of the merit of literacy in a broader perspective of human activity. Literacy, which encompasses reading ability, represents a human right to education and an instrument that enables individuals to continue learning throughout their lifespan, helping them comprehend the world around them and their role in a nation's development (UNESCO, 2021, p. 7). Therefore, people's reluctance to read, especially the higher education students, constitutes a concern among teacher educators (Al-Saleem, 2021; Johnson, 2013). This concern stems from the fact that reading is held as one of the primary skills a person must master as it opens pathways for updated knowledge on science and technology (Castilo & Bonilla, 2014) and this view is agreed by Grabe (2009) in defending universal literacy, and Benson (2001) in emphasizing that reading autonomy is a “precondition for effective learning”.

The Angolan English Language Teaching (ELT) students at the Higher Institute of Education Sciences in Benguela (ISCED-Benguela, standing for Instituto Superior de Ciências da Educação de Benguela) demonstrate a lack of reading autonomy, which negatively impacts their academic achievements. My doctoral study examines the factors that hamper students' reading independence and proposes strategies to overcome such a problem.

In the attempts to develop students' reading autonomy, reading approaches with emphasis on extensive reading (ER) have deserved special attention in the 21st Century from many scholars conducting research in the field of language development, reading literacy, and learner autonomy, due to its linguistic, cognitive,

and affective impact on language learners, especially in non-native language contexts (Alemu et al., 2023, p.1139; Baokye, 2017, p. 4). For that reason, Gulsen and Mede (2019, p. 128) advocate the need to build a friendly reading environment characterised by collaboration, flexibility, adaptability and accountability to encourage students to explore their potential while engaged in collaborative reading tasks.

The current research aims to explore interactive reading strategies to help students increase their motivation and develop good reading habits, via ER and intensive reading (IR) approaches, to enhance their overall reading practice, leading them to reading literacy. Being so, pursuing the aim of the research, this thesis comprises six chapters: The first chapter, the current one, presents the research topic and context backgrounds. The topic background describes the research scope, states the identified problem, and presents the significance of the study, the research questions, hypotheses, goals, and the research methodology. The contextual background looks at the circumstances in which the research occurs by considering the geographical location of the research setting, the anthropological description of the research participants, and the historical account of the research setting. Furthermore, it addresses issues related to the institution and the ELT speciality, starting with the description of ISCED-Benguela as a teacher education institute. Next, it reflects the place of ELT speciality within the institution, then it specifies the ELT curriculum, and finally, it tackles the relevance of ELT speciality at ISCED-Benguela. The second chapter is the literature review, the theoretical foundation of the research topic – reading autonomy. It covers the existing research on the topic, including theories, strategies, and evidence presented by scholars and other researchers, as well as its contextualization in this research. The third chapter is the research methodology and findings presentation, dealing with the description of the methods used in the research and the presentation of the data collected in the field. The fourth chapter encompasses the interpretation and discussions of the findings gathered from the field. The fifth chapter proposes a reading programme, including its implementation and evaluation, to ameliorate the students' reading practice. Finally, the sixth chapter presents the conclusions obtained from the research and the recommendations for improvement of the issues covered throughout the study. In addition, the list of bibliographical references cited in the

work and the appendices mentioned in the text, being part of the thesis, will also be incorporated.

1.1. Research Topic Background.

“... doing research is choosing a topic for the research itself – without a topic, there is no direction on what to research about.” (Lim, 2023, p. 5).

Conducting a study in a field can be viewed as an issue that primarily leads to the choice of research topic. However, the research topic choice represents the beginning of actions that involve other aspects worth considering, such as the historical account underlying the current research and its purpose. Thus, this section will elaborate on the description of this research, presentation of the problem identified, and it will also examine the relevance of the research based on the raised questions, possible responses, goals, and mention the approaches that will be utilised to gather data from the research field.

1.1.1. Research Project Description

University life implies being an independent and competent reader to cope with its demands, especially the reading load it entails. Reading is, by nature, an ability to interact with printed information in combination with prior knowledge on the topic for effective comprehension (Alderson, 2000: 3). The interaction held in reading, apart from involving background knowledge for comprehension, it also requires fluent decoding skills sustained by the knowledge of a wide range of vocabulary to grasp meaning from the text.

In many non-native English teaching and learning contexts, the emphasis is put on intensive reading where students are expected to not only read texts in detail for a thorough comprehension but also to develop language proficiency (Peel, 2015: 7). However, considering this research context involving Angolan ELT students at the university level, the employment of a reading approach that encourages students to be more responsible for their learning can be of crucial significance. These assertions challenge any student and lecturer at the university level in non-native English contexts, since they call for efforts in handling the reading materials

covered, concurrently with the students' improvement of English as a foreign language.

This research is centred on the Angolan ELT students at ISCED-Benguela. It seeks to explore the reasons underlying the students' reading dependency on lecturers, based on reluctance, and proposes a comprehensive reading approach and strategies to encourage reading and learning autonomy. The students under research are being trained to be teachers of EFL at secondary schools; their classes are heterogeneous in terms of age, gender, and language proficiency levels. The latter ranges from Intermediate to Upper-Intermediate levels equivalent to B1 and B2 levels of the Common European Framework of Reference (CEFR, 2020). For these students, English is used as the instruction language for ELT methodology course subjects.

1.1.2. Problem Description

From my experience as a student and now as a lecturer in the ELT speciality at ISCED-Benguela, I have noticed that most of the students depend on their lecturers to fulfil the reading demands of the course materials in English. This behaviour leads students to unmeaningful learning, low grades, a lack of reading motivation and learning autonomy, which consequently affects their academic achievements. This situation does not align with the agenda of UNESCO for Sustainable Development Goal mentioned in the quotation below, emphasising the acquisition of knowledge and development of skills necessary for human development and economic growth.

By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyle, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. (UNESCO, 2019, p. iii)

Being aware of the role of reading literacy in education as a fundamental tool to foster intellectual culture growth, human rights, national identity and

development of citizens in general, as human resources, for economic development of a country, in alignment with the quoted goal above, through the ability of thinking critically and solving problems; the current study seeks to explore the extent to which the proposed comprehensive approach along with its strategies can be effective to encourage the Angolan ELT students at ISCED-Benguela to develop good reading habits, improve reading fluency and reading autonomy essential elements to help them become autonomous learners, good language users and professionals in their future jobs.

1.1.3. Research Significance, Questions, Hypotheses, and Goals

According to the initial secondary research I conducted on reading autonomy ER through information platforms such as rcaap, b-on, and Sage Journals, I perceived that many scholars around the world, particularly in Portugal, have conducted related research on the topic. For example, Esteves (2014) worked on classroom guided ER in Portugal; Mikami (2017) explored the students' attitudes towards ER in Japan; Shirzad & Ebadi (2019) "Exploring EFL Learners' Autonomy in Reading Comprehension: Computer-Assisted Versus Conventional Contexts" in Iran; Coronado & Miyashiro (2019) "Autonomous Learning Strategies in the Reading Comprehension of High School Students" in Perú; Vieira (2020) "Pedagogy of experience in Teacher Education for Learner and Teacher Autonomy" in Portugal; Han (2022) "A Study on Developing Learner Autonomy Through the Reading Circle Method" in China. However, this work differs from the above-mentioned, since it proposes a comprehensive reading approach including interactive strategies to develop reading literacy skills among the Angolan ELT students at ISCED-Benguela.

The reading reluctance Angolan ELT students in the EFL context demonstrate, perhaps, owing to the lack of motivation and poor reading habits, indicates the necessity to encourage them to develop learning autonomy through interactive reading. This perspective hints at exploring the reasons associated with such reluctance and indicates the combination of ER and IR approaches through appropriate strategies to stimulate their drive for reading and learning autonomy. The literature review on the research topic covers the concept of reading autonomy, theories and principles governing reading autonomy, the overlap between reading

autonomy and the general reading approaches - ER and IR, the correlation between reading autonomy and learning autonomy, the factors influencing reading autonomy will also be considered, the key issues in promoting reading autonomy in higher education, and the core part of the work focusing on the interactive strategies to foster reading autonomy.

Considering the research problem under study, and endeavouring the quest for an answer, I raised the following questions:

RQ1. Why are students lecturer-dependent for their reading assignments?

RQ2. How does students' lecturer-dependency for reading assignments affect their academic achievements?

RQ3. What should be done to help these students become lecturer-independent for their reading assignments?

From these questions, I hypothesise that: a) most of the students are lecturer-dependent for their reading assignments because they lack good reading habits; b) lecturer-dependency for reading assignments makes students less successful in academic achievements and hinders learning autonomy; c) the adoption of an approach with appropriate reading strategies and techniques can encourage students to become independent readers and autonomous learners. With this study, I intend to identify the reasons preventing the students from becoming self-directed and motivated for their reading assignments, examine the effects of the students' reluctance towards reading assignments, explore theories on autonomous reading approaches and devise a proposal for a new reading programme.

1.1.4. Research Methodology

In accordance with the questions, hypotheses, and objectives under the stated problem, and the philosophy that underpins the research, it is fundamental to set methodological procedures for data collection to confirm its validity and reliability. The research was developed in five years, from 2020 to 2025, and the Angolan ELT students and lecturers at ISCED-Benguela were the participants.

In the primary research, I used three methods (quantitative, qualitative, and mixed) for data collection. According to Dörnyei (2007, p. 95) and Creswell and Creswell (2018), the qualitative method is an exploratory research method used for collecting observable, describable, and interpretable, but unquantifiable data by nature. On the contrary, the quantitative method is based on collecting observable, measurable and quantifiable data. This method produces statistical data (Abuhamda et al., 2021, p. 72). Regarding the mixed-method, Creswell and Creswell (2018) refer to it as a research method resulting from the combination of qualitative and quantitative methods to generate integrated data for better interpretation of the research issues.

In this research, the quantitative method entails two structured questionnaires, one pretest, and one posttest. The qualitative method involves library observation. The mixed methods consist of IR and ER experiments. Considering the nature of the research, some of the data to collect imply the use of a mixed-method approach to guarantee more efficiency in providing reliable findings. Thus, I will use a students pretest, students questionnaire, lecturers questionnaire, ER and IR experiments of autonomous reading strategies (literature circles, book clubs, peer feedback and collaboration, teacher conferencing), library observation, and finally, a students posttest.

1.2. Research Context Background

The concept of context can be conceived from different angles based on specific research areas. For example, the historic context may involve recount of a series of factors affecting societies in terms of their lifestyle from a particular point of time in the past, psychological context can be based on the description of changes in people's mental state owing to several factors and circumstances, and the geographical context may cover factors affecting a physical locations or environments with effects on people's lives. However, in education, context is viewed in a broader perspective combining various factors such as spatial, chronological, demographical, cultural and behavioural (Alshumaimeri, 2023, p. 12). It covers the way an educational system is structured to meet citizens' needs or aspirations on intellectual, spiritual, and social and economic welfare

(Alshumaimeri, 2022, p. 52). Moreover, Alshumaimeri (2022, p. 51) emphasises that “context encompasses situations that occur in conjunction with the instruction process, such as the time in which it occurs, the abilities of the student and teacher and the location of the instruction itself”. The evaluation of these situations can determine the students' learning success or failure. Thus, a thorough consideration of the context in which education takes place by analysing geographical location, people's culture and behavioural trends, the learning environment, and the moment in which instruction occurs, bearing in mind its goals, deepens the understanding of potential strengths and weaknesses of the education process.

This section concentrates on the description of ISCED-Benguela, based on three (3) core elements mentioned by Alshumaimeri (2023, p. 13), entailing “place, people and time”. The first aspect we will address the geographical location of the institution concerning the country, continent and the world since the research issue is of global spectrum impact; the second aspect considers the temporal circumstances and demands in which education takes place comparing with particular moments in the past; and the last one looks at the learning entities - the students, by focusing on class statistical data, age, gender, attitude towards education, purpose, and learning styles.

1.2.1. Geographical location

ISCED-Benguela is a higher-level Teacher Education Institution located in Angola, in the capital city of Benguela province, the Southwest coastal region of the country. The Angolan territory is one million, two hundred and forty-six thousand and seven hundred (1.246.700) square kilometres, with 39.040.039 (thirty-nine million, forty thousand and thirty-nine) inhabitants in 2025 (United Nations' Worldometer, 2024). Regarding the geographical borders, as highlighted in Figure 1 below, Angola is surrounded by three (3) neighbouring countries such as the Democratic Republic of Congo to the North, the Republic of Namibia to the South, the Republic of Zambia to the East, and the Atlantic Ocean to the West. Besides Angola being a Portuguese-speaking country, member state of the lusophone international organization - CPLP (Comunidade dos Países de Língua Portuguesa) and the regional organization of African Portuguese-speaking countries- PALOP

(Países Africanos de Língua Oficial Portuguesa), considering its geographical location in Africa, it is a member state of the SADC (Southern African Development Community) organisation in the southern region of Africa (vide Figure 2 below), integrating 16 countries, namely Botswana, Comoros, Democratic Republic of Congo, Eswatini, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, United Republic of Tanzania, Zambia, Zimbabwe and Angola, most of them are English-speaking countries. However, the three official languages of member states, comprising French, Portuguese and English, were adopted as the languages of communication within the organisation. As a consequence of this membership, an effective preparation of higher-level Angolan ELT professionals, at ISCED-Benguela, is of paramount relevance to teach the English Language to Angolan citizens as a way of supporting their integration into the community in diverse domains ranging from social, academic, economic, to political arenas.

Figure 1: Location of Angola Inside the African Continent



Note. From <https://www.dreamstime.com/national-map-angola-inside-african-continent-detailed-location-great-africa-image346921830>

As can be noted on the map, Angola is the brown area bordered by the Democratic Republic of Congo in the North, Zambia in the East, Namibia in the South,

and the Atlantic Ocean in the West. It is one of the 54 countries of the African continent.

Figure 2: Map of the Southern African Development Community (SADC) Region



Note. From Konstantinus et al. (2019, p. 2)

Figure 2 illustrates the Angolan territory in brown colour, in the SADC regional map, surrounded by three countries: The Democratic Republic of Congo, Zambia, Namibia, and the Atlantic Ocean. It is one of the two Portuguese-speaking countries integrated as members of the 16 states composing the Southern African Development Community.

1.2.2. Anthropological Context

Angola is a multicultural country with different ethno-linguistic groups, namely Bakongo, Ambundu, Ovimbundu, Tucokwe, Ovahelero, Ovanyaneka, Ovakwanhama, Vangangela, Ovandonga (Kailing, 2023, p. 23). According to the ethnolinguistic map of Angola, in Figure 3 below, the country has different groups distributed according to the languages spoken in different regions, in the North, South, East, and along the Atlantic coastal region in the West (vide the map of main languages of Angola in Appendix A). Particularly, the people of Benguela province are Ovimbundu, as seen on the map, and the regional language is Umbundu (Jimbi, 2023, p. 16). However, today's generation compared to the earlier one, 20 years ago or so, few ELT students linguistically characterize this ethnic group at ISCED-Benguela, since most of them have Portuguese as their first language, the official language, as well as the language they use on a daily basis communication in their social encounters, and Umbundu is unnoticeably used (Lolino, 2014, p. 39). The students prioritise learning English as a foreign language over any national or regional language because of the academic, economic and social status the English language provides to them. There are different private language schools teaching English in Benguela, apart from more formal settings, especially the secondary EFL Teacher Education Institutions, where most of the ELT students at ISCED-Benguela come from. Hence, the students entering ISCED-Benguela every academic year are characterised as a heterogeneous group with mixed English language abilities ranging from B1 to B2 levels of proficiency according to the CEFR; their age range varies between 18 and 38. Most of the overaged students are already teachers of English, trained at secondary ELT institutions, who need to pursue the ELT career in higher education. Furthermore, in our teaching context, the ELT specialisation classes, for whatever reasons deserving research, tend to be statistically more male dominant since few female students are joining them. Consequently, there are more male teachers of English than female ones in the region and countrywide.

Figure 3: Ethnolinguistic Map of Angola



Note. From Kailing (2023, p. 23)

Angola was colonised by Portugal, so its official language is Portuguese. However, the country has over 100 national ethnic groups, and most of them are less well-known. Figure 3 displays the main ethnic groups, such as Ovimbundu located in the central and coastal region of the country, Ambundu and Bakongo in the Northern part of the country, Tucokwe and Vangangela in the Eastern side, Ovahelelo, Ovanyaneka, Ovakwanhama, and Ovandonga in the Southern part of the country. The Ovimbundu is pointed out as the majority ethnic group, over 37% of the Angolan population.

1.2.3. Chronological Context

ISCED-Benguela came into existence 30 years ago, in 1994, training teachers for secondary education schools in different undergraduate specialities, such as mathematics, geography, history, primary education, Education for students with special needs, Portuguese, French and English.

In the past two decades, access to ELT education at ISCED-Benguela was so challenging and restrictive owing to the lack of English proficiency of the potential candidates for higher education. This situation resulted from the fact that there were few private English language schools and secondary ELT teacher training institutions, besides inaccessibility to the Internet and scarcity of technological means, which limited materials to facilitate English language learning. Nevertheless, currently, with the increase of new schools, not only in the region, but also across the country, and the language learning technological advancements we have witnessed worldwide, have contributed to the development of ELT at secondary and higher education institutions in Benguela and, consequently, in the country. All considered, the demand for training highly qualified ELT specialists leads to the need to enhance the students' reading literacy skills through collaborative and autonomous reading strategies to support both the academic and future professional career as teachers of English.

1.2.4. Description of ISCED-Benguela as a Teacher Education Institute

The history of ISCED-Benguela as a higher teacher education institute dates back 30 years of its existence, since January 1994. It was the first institution of higher education in Benguela, as part of Agostinho Neto University, until 2008, and Katyavala Bwila University, until 2020 (PDI/ISCED-Benguela, 2023, pp. 14 -15). Currently, it is an independent institution, for almost 5 years now, through a Dispatch in the Presidential Decree 285/20 of October 29, Section III, Art. 17, line b, in the National Gazette (vide Appendix B). Its mission is to train highly qualified teachers for all levels of schooling, encompassing the primary, secondary and higher education in three (3) different degrees of qualification, namely undergraduate, master's, and doctorate. In the meantime, the institution offers specialisation in the undergraduate programme with eight (8) specialities, such as Portuguese,

Geography, History, Mathematics, French, Primary Education, Education for Special Needs, and English. There are three (3) specialities available for the master's degree- Curriculum Development and Innovation, Education for Special Needs, and Primary Education, and the doctorate programme remains a project for the near future. Due to the contribution and impact of ISCED-Benguela on the Angolan educational system, it is regarded as part of the backbone of national institutions for teacher education in the southern coastal region, whose training results have provided significant benefits, not only for the region but also for the whole country. An important issue worth mentioning is that, in the last five years, ISCED-Benguela has received more than 385 (three hundred and eighty-five) students, on average, every year, and many specialists who are trained in the institute fulfil their professional duties in state and private schools in the region and elsewhere in the country.

1.2.5. ELT Teacher Education at ISCED-Benguela

The ELT speciality at ISCED-Benguela, as mentioned earlier, is one of the eight existing undergraduate specialities in the institution. It was founded in February 2005, in the Modern Languages Department, by a group of three secondary teachers who had been freshly trained at ISCED-Huila, and one teacher who had already been teaching EFL to other seven specialities at ISCED-Benguela (Sasoma, 2020, p. 14). Since then, it has been training teachers for primary and secondary schools in the region and nationwide. It is the first and the only institution training English language teachers at the higher education level in Benguela. In its early five years of implementation, the course was confronted with many difficulties and challenges that are gradually diminishing in today's days. Some of the difficulties faced in the ELT speciality were the lack of teachers to cover all subjects in the curriculum for every year of the undergraduate programme, from the first to the fourth year of the course duration, which led the ELT teaching staff to teach more than five subjects in every academic year. The second problem faced by both teachers and students was the lack of ELT books and materials to support the training and make it a smooth process; the third problem was the acquisition of the ELT speciality candidates with an acceptable level of proficiency in English owing to the lack of English specialisation at the state secondary teacher training institutions

and the private English language schools in Benguela. However, as the first ELT students finished the fourth year at ISCED-Benguela, a few of them with good academic qualifications were invited to join the ELT staff, some joined the secondary teacher training institutions, and others opened private English language schools, which contributed to having a great number of ELT course candidates in the following years. Regarding the challenges, the main one was to train enough number of English teachers who could cover the state and private schools having English as a foreign language subject in their curricula, at different levels of schooling, in Benguela province and elsewhere in the country.

Finally, as mentioned above, most of the issues have been gradually resolved, although the institution still has very few resources to support the ELT field, especially in the library. Nevertheless, the internet and Information Communication Technology (ICT) tools have played a significant role in providing ELT materials for both teachers and students.

Currently, many state and private educational institutions across Benguela and other parts of the country benefit from ELT professionals trained at ISCED-Benguela, alleviating the main challenge faced by teachers, as mentioned earlier. Additionally, it is noteworthy that the ELT teaching staff has grown in number and improved their academic qualifications, with most holding master's and PhD degrees in ELT. This development paves the way for the upcoming implementation of the ELT master's degree course at ISCED-Benguela.

1.2.6. The ELT Teacher Education Curriculum at ISCED-Benguela

The ELT curriculum constitutes a specific management guide of the ELT course at ISCED-Benguela. It is a plan of studies that specifies the features of the course, such as the entrance and exit profiles, purpose/mission and objectives, duration, distribution of subjects' time workload, main knowledge areas of the course, it also establishes categories of the subjects taught in the course, and their sequence along the duration of the course (Tractenberg, 2020, p. 3).

Regarding the ELT course entrance at ISCED-Benguela, they are eligible candidates who finish high school having an average mark in English, Portuguese,

and a general average of the high school equal to 12 or above, besides the suitable result they are expected to have in the entrance examination. The course lasts 4 years to complete, ending with an end-of-course paper (a monograph or a training report) presentation, for the awarding of the Bachelor of Arts (BA) degree. The total time workload of the course is 3.630 hours distributed to subjects in four years, taking into consideration the nature of the subjects as far as the course's main areas are concerned. The main purpose of the course is to train and make ELT graduate teachers for secondary schools. Thus, they must have inputs in three broad areas of the course, namely ELT methodology, linguistics, and literature. These areas provide the necessary insights on the teaching profession, which entail the teaching methods, strategies and techniques, being aware of the theories on the English language phenomena and how learning is processed and encourage students to develop their reading literacy skills and enrich world knowledge. The subjects taught in the course are classified into three categories: the specific, complementary/supplementary, and the general ones. Specific subjects are the core subjects, those closely related to English language teaching, the complementary/supplementary subjects are the specific-related subjects, both categories taught in English, and the general ones are those of the education sciences, since ELT is a teacher education speciality, whose language of instruction is Portuguese. For further information, find enclosed the curriculum in Appendix C.

1.2.7. Significance of the ELT Teacher Education at ISCED-Benguela

The ELT teacher education at ISCED-Benguela has a meaningful impact on people's lives and the academic reputation of the institution. There are three main domains in which the course results have revealed their relevance, such as social, economic, and political aspects.

Regarding the social domain, I will address the issue from two fundamental angles: education and people's lifestyle. Twenty years ago, Benguela had a huge shortage of ELT professionals. Both the state and private schools had a great number of amateur teachers of English, and whoever wanted to have an academic and professional upgrade in ELT at the university level had to migrate to ISCED-Luanda, the higher teacher education in Luanda, the capital city of Angola, or ISCED-Huila, a

similar institution in Huila province, to the South of the country, or even migrate abroad for ELT study purposes. That reality led people, including many in-service teachers abandon their workplaces and families for training. Nevertheless, with the implementation of ELT at ISCED-Benguela, the EFL teaching improved significantly as the number of amateur teachers reduced due to their training in ELT in higher education, resulting in academic and professional qualifications, or through substitution by specialists. Thus, in today's days, few people are migrating to other provinces of the country or abroad for ELT study reasons at the undergraduate level. Moreover, looking at the society in general, today, many people have the freedom to go abroad for study, business, or integration reasons after learning the English language, be it at secondary schools or private language schools whose development, in terms of human resources qualification, represents the positive effects of the ELT course at ISCED-Benguela. Considering the benefits of the course from the economic perspective, as mentioned in some of the sections above, the ELT course at ISCED-Benguela serves as a springboard for the incomes of most people who have been trained there. Although some of those who join the course are already teachers or have another job, most of them get their first job in the state or private sector after being trained in ELT. The course allows them to have a wide range of choices, such as getting a job position as a teacher of English in secondary school, and sometimes at the university level for those with better qualifications, apart from the jobs offered by foreign private companies or institutions, including the national ones, in which English is required.

Regarding the political arena, bearing in mind that the country has its foreign affairs or bilateral cooperations with English-speaking countries, the politicians can benefit from the English taught by ELT professionals trained not only at ISCED-Benguela but also at other ISCEDs nationwide. For clear examples of the above-mentioned affairs, I want to highlight the integration of Angola into the SADC organisation, in which most of the member states have English as their official language, although the organisation has adopted all languages belonging to the member states for its communication. The second example is the cooperation between Angola and the United States of America and other African countries, such as Zambia and Congo, on the Corridor of Lobito project. Since the project management will essentially be carried out in the English language, considering the

project owner's language, most of the employees will be required to have proficiency in English.

The opening chapter covered the foundational information on the history of the topic and the key elements guiding the research, and a description of the context in which the study is being conducted. The next chapter will concentrate on the theoretical background supporting the study.

CHAPTER II: LITERATURE REVIEW

The current chapter focuses on the theoretical foundation of the research topic – reading autonomy. It covers the existing research on the topic, including theories, strategies, and evidence presented by scholars and other researchers, as well as its contextualization in this research. Its structure comprises eight main sections. The first section focuses on the concept of autonomy; the second covers the theoretical frameworks of reading autonomy, in which the synthesis of relevant reading autonomy theories and the development of a theoretical model of reading autonomy will be addressed; section three deals with reading autonomy principles; the fourth section looks at the overlap between reading autonomy and the general reading approaches – ER and IR; the fifth section concentrates on the relationship between reading autonomy and learning autonomy; then follows section six on factors that influence reading autonomy, including personal factors, environmental factors, and socio-cultural factors; the next section seven covers the key issues in promoting reading autonomy in higher education, covering curriculum and reading literacy, teaching practices, library and digital resources, technology in developing reading autonomy, and institutional collaboration in developing reading autonomy; and the last section is centred on the interactive strategies to foster reading autonomy; this covers ten collaborative reading strategies proposed for students to aid the ability to manage self-directed reading and assure academic success.

2.1. Concept of Reading Autonomy

“...the true measure of success in learning of any kind is the extent to which the learner achieves autonomy.” (Little, 1996, p. 9)

In higher education, students are regularly overwhelmed with a great deal of reading tasks from their courses. This demand requires the capability to hold an independent and meaningful interaction with texts, manage the learning process, examine, and use the acquired knowledge (Al-Saleem, 2021, p. 1; Johnson, 2013, p. 2). Though the quote above addresses the subject of autonomy in general, the preceding statements introduce a concern of intervention in a more specific issue - reading autonomy, denoting the answer to the stated demand, to maximise students' reading and improve their academic and personal achievements.

The concept of reading autonomy can be logically elaborated on from the definitions of “reading” and “autonomy”, in different perspectives, as a substantial input for the discussion. Alderson (2000, p. 3) sees reading as an “interaction between a reader and the text”. As reinforcement, Castillo & Bonilla (2014, p. 69) view it as “an interactive process which allows the reader to access information about the latest achievements of science and technology and transform it into knowledge”. Koda (2005, p. 4), on the other hand, defines it as “comprehension [that] occurs when the reader extracts and integrates various information from the text and combines it with what is already known”. More inclusively, Grabe (2009, p. 14) refers to it as a combination of complex processes encompassing language, speed, efficiency, comprehension, interaction, strategy, flexibility, purpose, evaluation, and learning.

The definitions above underline the use of mental capacity to make sense of information in texts, achieve reading comprehension, and benefit from the acquired knowledge. Regarding the issue of autonomy, its concept stems from politics. However, with increased research interest in it, its use has expanded to distinct areas of knowledge such as philosophy, medicine, engineering, and psychology (Dang, 2012, p. 52). Etymologically, it derives from the Greek words “autos”, meaning “self” and “nomos”, meaning “law or custom.” Its literal translation mirrors “self-law”, “self-governance” or “self-direction” (Wermke & Salokangas, 2015, p. 1). Thus, from the standpoint of many scholars, considering the self-determination theory, autonomy is understood as “the human need to actively participate in determining one’s behaviour” (Richard & Schmidt, 2010, p. 44). On the other hand, Beson (2001, p. 2) defines it from a more educational perspective by saying that it is a spontaneous disposition of learners to manage and take responsibility over their learning. Furthermore, Dworkin (2015, p. 12) views autonomy as a “second-order capacity of persons to reflect critically upon their first-order preferences, desires, wishes and so forth and the capacity to accept or attempt to change these in light of higher-order preferences and values”. Therefore, from the preceding views, it is vital to recognise that the voluntariness suggested within the concept of autonomy should not be confused with total self-reliance since the learning environment hosts a sense of interrelationship considering the learning context and the behaviour of the involved members.

Counting on the definitions of “reading” and “autonomy”, the concept of reading autonomy, in a broader sense, reflects individual readers’ power, determination, management, and duty to interact with and comprehend reading materials for their reward independently. It involves choosing appropriate materials, setting goals for reading, previewing texts, applying specific strategies, and monitoring comprehension. The approach is of paramount significance to students at the university level as it can contribute to self-directed learning, critical thinking skills, comprehension and retention enhancement, empowerment, and confidence in continuous learning, be it on academic or professional demands, and personal growth in general.

2.2. Theoretical Frameworks of Reading Autonomy

The discussion on the theories of autonomy in language learning has been assumed for over four decades. It traces back to the 1970s when the Council of Europe organised a scientific event in which the debates concentrated on the theories of adult education, highlighting the relevance of learner independence or self-management in learning, which is ideal for higher education today (Little, 2004, p. 16). Since then, the subject of autonomy, especially, in the field of foreign language learning, pioneered by Henri Holec’s report under the title “Autonomy and foreign language learning”, has grabbed attention and interest of many scholars, teachers or classroom practitioners, and researchers, such as David Little and David Nunan, in search and implementation of more active foreign language teaching methods centred on the learners, to assist autonomous language learning (Teng, 2019, p. 1).

In the following subsections, we are going to concentrate on the theories and models sustaining the idea of learner autonomy with a focus on its significance in higher education, by forwarding such an idea to a specific language skill - reading, which is the central subject of this research.

2.2.1. Some Relevant Theories of Reading Autonomy

Many theories have been discussed on autonomy, considering the different realms of knowledge such as philosophy, politics, psychology, engineering,

bioethics, education, etc., owing to its importance and implications (Ryan & Deci, 2017, p. 3). This paper will focus on those theories closely related to our research realm and context. Hence, in this perspective, we will look at the theory of social-constructivism and the self-determination theory (SDT), both based on the learner-centred paradigm.

2.2.1.1. Social Constructivism Theory

Learning occurs in different ways based on specific educational philosophies and learning theories. In this section, I will draw attention to the theory focusing on how social interaction, including culture and language, shapes human behaviour. Therefore, reviewing the learning theories, Saleem et al. (2021, p. 404) acknowledge that there are three primary theories of learning: behavioural, cognitive, and constructivist. The behavioural theory sees the student as a lecturer-dependent entity with passive participation in the learning process, in cognitive theory perspective the student is seen as an individual with mental capacities to reflect on their learning in multiple ways to build solid knowledge; and the constructivist theory views the student as an active and creator entity of their knowledge through reasoning and experiences in the learning process.

Going back to the issue of concern in this section, the social constructivism theory arises from Vygotsky's reflections on human beings' social affiliation and individual processes in the construction of Knowledge (Palit, 2020, p. 9). The proponent has coined the theory from the emphasis he puts on the relationship among language, culture, social interaction, and knowledge construction of the reality (Akpan et. al, 2020, p. 50). Subsequently, re-examining the core aspects of the theory, I conclude that they are all implicit in reading development, since the directions students are expected to take in developing reading autonomy echo the five characteristics of the theory consisting in learners constructing their knowledge, acquiring knowledge through experience, viewing learning as a social activity, caring for learners psychological behaviours, and creating inclusive and equitable learning communities (Al-Saleem et.al, 2021, p. 407).

2.2.1.2. Self-determination Theory

From the psychological point of view, the SDT, viewed as the mother theory of autonomy, has been proposed by Edward Deci and Richard Ryan, who define it as “an empirically based, organismic theory of human behaviour and personality development” (Ryan & Deci, 2017, p. 3). The theory stresses the significance of motivation in humans and consists of three psychological needs: autonomy – the feeling of being responsible for own choices and actions aligned with individual values and interests, competence which reflects the feeling and evidence of capability to manage actions and experiences effectively, and finally, relatedness entailing social integration, meaningful relationship, and acceptance by others as a contributing member (Ryan & Deci, 2017, p. 10). The satisfaction stemming from these needs can potentially play a crucial role in boosting intrinsic motivation as individuals realise responsibility and power upon them as decision-makers and performers to meet their needs and goals, since the theory’s main concern is human motivation and development (Ryan & Deci, 2017, p. 5). Contextualising the three psychological needs into the language learning perspective, Little (2004, p. 21) translates them into three pedagogical principles: empowerment, learner reflection, and appropriate target language use. The first principle highlights giving students the power to be more aware of their condition, manage, and monitor their actions in the learning process. The second endorses students’ development of critical thinking skills concerning learning at micro and macro levels. The third is concerned with students’ freedom to express themselves more naturally in the language learning environment through a collaborative approach with their peers.

The correlation between the SDT basic needs and its interpreted principles, in the education context, is intrinsic as both reflect the human behaviour longing for excellence in performed actions and relationships with others, be it in a broader perspective, such as in social-cultural interactions or a narrow one, such as the context of language learning. Linking it with reading autonomy development, the model of operation in language learning also applies to learning to read independently seen from the perspective that the improvement of reading skills and habits implies the students’ self-regulation of reading actions and experiences, the feeling of being able to read more autonomously, what is likely to reassure their

intrinsic motivation towards reading, and the need to individually contribute with the acquired skills and knowledge in different socioeconomic organisations within the communities they are part of. Summing up, the above needs and principles draw a balanced blend of the internal and external factors to excel in academic, social, and economic contexts from individual and collective endeavours.

2.2.2. Theoretical Models of Reading Autonomy

The theories in charge of autonomy in the learning perspective have introduced a discussion on several models considering different contexts in which the concept of autonomy is applied. According to Smith & Ushioda (2009), in Dang (2012, p. 53), this concept changes according to circumstances in specific social contexts, so they recommend an appropriate definition and discussion. In this research, I tackle the theoretical models of learner autonomy to assist higher education students with the necessary practices to activate their autonomous reading capability. Dang (2012, p. 53) affirms that the models of learner autonomy are viewed from two perspectives: development models and areas of control models. The former considers the steps of learners' progression, and the latter focuses on their performance. The next headings will cover in detail the nature of these models.

a) School knowledge to action Knowledge model

Dam (1995) in Little (2004, p. 21) suggests the shift from “school knowledge” to “action Knowledge”, which consists of pursuing the main goal of autonomy – granting self-governance to learners by allowing them to define and elect their learning goals, strategies and activities, and evaluate the results of their learning. Bringing it into our research context, by this assertion, she concedes that once learners are given the power to take the lead in learning to read more independently, the learning process itself will be more meaningful, practical, and adaptable to their social contexts. Besides, in the view of Little (2004, p. 21), Dam's model is supported by Vygotsky's socio-cultural theory of development and learning, which emphasises autonomy not only as the goal of learning, but also the driving force that motivates learners to move from one stage to another in the learning process.

b) Self-access language learning model

Little (2004, p. 23) presents his model, termed “self-access language learning”, which focuses on language teacher education. The model assumes that teacher education is governed by three methodological aspects: raising the teachers' awareness about language learning and its social and cognitive implications, the ability to manage the class, and the strategies to assist learners' group and individual needs. Seen from the didactical approach, the aspects mentioned here are relevant in developing pre-service teachers' autonomy for their future professional careers, as they offer inputs to lead the teaching-learning process effectively. However, this model is also transferable to the context of independent reading instruction in ELT, for the fact that they share the general principle of empowering learners to take responsibility for the learning process.

c) Nunan's five-level model

Nunan (1997), cited in Dang (2012, p. 53), proposed a model of five steps: awareness, involvement, intervention, creation, and transcendence. The central focus of this model is to gradually develop learners' autonomy from familiarity with pedagogical objectives and the contents they study to the point where they can raise questions beyond the available materials and actions they undertake within the learning context. For further details, the table below provides a synopsis of what the model entails at each level.

Figure 4: Nunan's Five-level Model of Learner Autonomy

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify the strategy implications of pedagogical tasks and identify their preferred learning styles/strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and contents of the learning program.	Learners modify/adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world.	Learners become teachers and researchers.

Note. Dang (2012, p. 54).

d) Self-regulation model

This model involves two stages, such as reactive and proactive (Dang, 2012, p. 54). The self-regulation model inserts the notion of students' self-control in learning, starting with lecturers' guidance at the reactive stage. That is, students respond to commands given by the lecturer, as preparation for the follow-up stage in which they become more independent and motivated to learn by themselves – the proactive stage.

e) Scharle and Szabo-model

The Scharle and Szabo-model comprises three stages: raising awareness, changing attitudes, and transferring roles reflects the progression of learners' autonomy from getting familiar with the leaning objective and contents, change in

knowledge behaviour, to the point they become teachers of themselves by reflecting and evaluating the acquired knowledge (Dang, 2012, p. 54). This model portrays a synthesis of Nunan's model and relates to the self-access language learning model by Little.

All considered, the five models discussed here look at different foci of learner autonomy, ranging from philosophical, pedagogical, linguistic, to psychological. Nevertheless, their perspectives converge since there is complementarity between them and they share the same goal of linking theory and practice to achieve competence in a particular domain.

2.3. Principles of Reading Autonomy

Relying on the concept by Richards & Schmidt (2010, p. 456), principles are "beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making". Relating it to learner autonomy, Mykhalchuk et al. (2020, p. 250) affirm that the concept suggests different angles of interpretation. Therefore, in education, it can be viewed from several perspectives, including reading. Being so, different scholars have elaborated on learner autonomy principles, conceived as principles of reading autonomy, which are discussed from a psychological perspective and extended to a pedagogical or instructional viewpoint. The three principles of learner autonomy proposed by Little (2004, p. 22), already mentioned in the previous Section 2.2.1.2, are linked to learning considering the affective, metacognitive, and communicative dimensions. These principles centre on making learners responsible for the learning process, assisting learners to develop their critical thinking skills by reflecting on their actions and behaviour towards the learning process, and encouraging students to use the target language for communication with their peers, that is, learning the language by using it. Additionally, Mykhalchuk et al. (2020, p. 269) mention four principles, which I quote below, that I have found more practical concerning the instructional procedures, in the implementation of autonomous reading strategies.

1. Set clear performance standards from the start.
2. Help students develop a sense of ownership over the learning process.

3. Provide feedback to students that will give them precise information about the particular skills they have acquired and/or need to improve to be successful in their class.

4. Encourage students to assess their own learning progress by using charts or keeping journals, so they can evaluate the progress they are making as they acquire relevant knowledge and skills.

Regarding the first principle, based on a clear definition of the standards of students' performance from the start, it involves knowing the students' past experiences and the knowledge they have accumulated so far, to assist their learning, having in mind the individual particularities. For example, while presenting the reading programme to students at the beginning of the academic year, the lecturer must share and explain its contents, methodology, objectives, and the expected outcomes. Collecting information about their expectations and ambitions, as well as contributions to the programme, can help the lecturer figure out the students' needs. The second principle endorses the need to make students feel in charge of their learning actions and great contributors to the knowledge-building process by allowing them to make choices, express preferences, and make decisions on what is worthwhile in their lives, considering individual ambitions. Once students get actively involved in the process of developing autonomous reading, they can take initiatives that will, in one way or another, benefit the reading practices and knowledge production. The third principle incorporates the idea of giving the necessary support in sorting out the difficulties students may undergo in the learning process. The feedback can be provided either by the teacher or by a peer, in a collaborative learning style. The feedback can be provided, for instance, after a post-reading presentation, in which the reader will share their reading insights with the class. Here, everyone has a chance to raise questions, comment, reinforce a point, or present different viewpoints related to the subject of the reading selection. Looking at the fourth principle, the students' learning progress assessment serves as an instrument for measuring the advances and improvements in knowledge acquisition. Students must be aware of the different stages they undergo, through comparisons, and evaluate their failures and successes. This can reinforce the sense of responsibility and challenge over the learning process, which

enhances confidence about their capacities and increases intrinsic motivation for the subsequent learning stages.

All principles reflected on, including the ones described by Richards (2020) cited in Pandalos et al. (2022, p. 303) consisting in students' active participation, provision of resources, choices and decision-making opportunities, learners support, and encouragement of reflective skills practice in the learning process, characterize both the social constructivism theory of learning and the three psychological needs of the SDT theory.

2.4. Reading Autonomy and General Reading Approaches

"The most fundamental responsibility of schools is teaching students to read. Because reading affects all other academic achievement and is associated with social, emotional, economic, and physical health, it has been the most researched aspect of human cognition" (Moats, 2020, p. 4). The challenge embedded in this quote, appealing for reading literacy development as the ultimate duty of educational institutions to educate a productive citizen in a nation, introduces concern and critical reflection on how to overcome the reading difficulties EFL students face, especially in higher education. Being so, attempting to understand how different reading approaches can contribute to answering the reading literacy demand, this section is devoted to two general approaches of reading – IR and ER. They will be addressed by looking at their concepts, definitions, and characteristics, and analysing the extent to which they can influence university students' reading autonomy.

2.4.1. Reading Autonomy and Intensive Reading

Academic success in higher education depends much on how efficiently and effectively students cope with the reading demands. At this level, students are most of the time involved in reading course materials such as textbooks and academic papers, intensively, for assessments and scientific situations, implying not only the capacity to grasp information from the reading they do, but also the ability to analyse, synthesize, and evaluate different texts they interact with, in short time

(Petsi & Balibi, 2024, p. 16). Consequently, to assist students in handling their academic assignments with autonomy, it is necessary to teach them the reading comprehension skills and strategies which are generally learnt in the IR approach.

According to Purbayani and Hidayat (2023, p. 21), IR “is a kind of reading approach which involves the detailed reading of texts with the two goals of understanding the text and learning language features.” For McAlister (2011), “Intensive reading refers to reading a text thoroughly for purposes of comprehension and gaining a deeper understanding of a text”. Reinforcing the point, Ni’mah and Sholihah (2022, p. 17) ensure that “intensive reading is a classroom-oriented activity where students must read and understand the texts given by the teachers.” These definitions suggest that in IR classes the students are expected to read their texts in detail for comprehension to answer questions, and the lecturer, in the role of a controller, will check the answers, and look at the grammar, vocabulary, and text pattern. These aspects constitute some of the contrasting features, as mentioned in the table below, in comparison with ER, which tends to be more moderate considering the reading pressure on students.

Although IR is viewed as inappropriate for developing reading autonomy, as its nature displays in the following Figure 5, I think it plays an important role in scaffolding ER since the acclaimed fluent and enjoyable reading in and outside the classroom can only occur if the reader has a sustainable language background which entails vocabulary, spelling, grammar, and pronunciation, whose knowledge, in general, stems from the IR approach. These language aspects contribute to improving students' comprehension skills, building a strong word bank, reading focus, and the ability to think critically, which is likely to boost their proficiency and confidence to read independently. Consequently, in fostering autonomous reading, the adoption of a methodology that combines both approaches, though in different proportions, can be more effective.

Figure 5: Differences Between Intensive and Extensive Reading

Intensive Reading	Aspects	Extensive Reading
Language study or answering questions	Reading Purpose (1)	General understanding
Mostly difficult (material for native speakers), sometimes irrelevant, and the teacher's choice	Level/Material (2)	Easy (graded readers), interesting, and students' choice
Small or a few pages	Amount (3)	Much or a lot
Slowly	Speed (4)	Fast and fluently
Word or sentence	Focus (5)	Meaning
In class	Method (6)	Both in and out of class
Read accurately	Class goal (7)	Read for info and pleasure/enjoyment

Note. From Taembo (2023, p. 179)

2.4.2. Reading Autonomy and Extensive Reading

Counting on some scholars' definitions of extensive reading (ER), Richards and Schmidt (2002, p. 212) describe it as an approach linked to "reading in quantity to gain a general understanding of what is read. It is intended to develop good reading habits, to build up the structure, and to encourage a liking for reading". Day and Bamford (2005) share this view by reinforcing that it demands reading large amounts of material to get an overall understanding while focusing on the meaning of the text rather than the meaning of individual words or sentences. And finally, Krashen (2003) presents his conclusion on the issue, affirming that "in language education, free voluntary reading [ER] is the most powerful learning tool. It helps to improve language skills and enhances vocabulary size". Besides, he relates it to "sustained silent reading and independent voluntary reading" (Krashen, 2004).

The above definitions emphasised the attribution of a significant amount of reading texts to students, allocating the necessary time and incentive to a meaningful, comfortable, and enjoyable reading practice, which implies attention to

three ER factors: cognitive, affective, and pedagogical (Yamashita, 2015, p. 169). These factors favour the students' reading skills improvement through different strategies and techniques, the establishment of a good learning atmosphere of both language and course contents, in a way to make them more responsible for their learning and consequently attain better academic achievements. This transversality is reinforced by Taladngo et al. (2020, p. 13) in the following quotation: "Reading is widely perceived as an integral skill for learners of any language. The learners who read extensively and critically will be able to apply the gathered knowledge to further their speaking, listening, and writing performance."

The correlation ER holds with reading autonomy leads to an understanding of the concept of learner autonomy, created by Henri Holec in 1981, whose definition varies in context from field to field, as mentioned earlier. In language teaching, it refers to "the principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it" (Richards & Schmidt, 2002, p. 297). On the other hand, Dafei (2007, p. 6) agrees with the above definitions by stating that it is "the capacity to take charge of, or responsibility for, one's learning".

In synthesis, the devised principles of reading autonomy in section 2.3, from the ER perspective, Dafei (2007, p. 2) summarises them in two general arguments in the form of hypotheses on encouraging autonomous learning: first, "if learners are reflectively engaged with their learning, it is likely to be more efficient and effective". Second, "if learners are proactively committed to their learning, the problem of motivation is by definition solved." This summary implicitly suggests the implementation of more interactive learner-centred reading strategies to foster autonomous reading. This encourages teaching students how to learn by themselves. However, in ELT training contexts in which ER is rarely encouraged, the chances for them to have significant reading progress, language proficiency, and attainment of a drive for self-learning can be delayed. Autonomous reading and ER are intertwined in ways that one feeds on the other. The former provides incentives and habits to read often on varied issues of interest. As the benefits (reading skills, language, and knowledge) start arising, their motivation for searching information on their own will be heightened and recursive, declaring learning independence

through reading, which is the uppermost precondition not only for academic success but also for lifelong learning in general.

2.5. Reading Autonomy and Learner Autonomy

There is an underlying bond between reading autonomy and learner autonomy; reading autonomy is a subcategory of the latter. Reading autonomy, as defined in the previous sections, describes the ability of learners to hold the responsibility of their reading practices which entails self-choice of reading materials, adjustment of different reading strategies, self-monitoring of the reading tasks, intrinsic motivation to engage with texts autonomously, and the capability of setting individual goals for reading, depending on personal instructional interests (Aryanjam et al., 2021, p. 51). According to Shirzad and Ebadi (2019, p. 95) and Ha (2021, p. 59), once the students are given the power to lead their reading practice, it becomes more effective, and they will benefit more from the materials they cover; consequently, more motivation to read on an individual basis will arise. On the other hand, learner autonomy covers the overall ability of learners to manage and direct their learning. This ability encompasses self-direction in learning, decision-making, self-learning assessment, reflective skills in learning, and management of supportive resources for learning (Omachonu & Emah, 2018, p. 807). Nevertheless, it is important to know that learner autonomy does not denote total independence; instead, it suggests learning interdependence grounded on freedom to make own choices and decisions depending on individual-specific learning goals and needs.

The reciprocal feed between the concepts above is undeniable since reading autonomy provides learning autonomy in varied areas of study and life, in general, to empower individuals' background knowledge. Both are correlated, built on the SDT of autonomy, and critical to educational contexts, especially in language learning and autonomous education.

An approach to combine the above aspects for effective teaching and learning, in fostering reading autonomy, teacher educators must apply autonomous reading strategies that focus on making lifelong readers at different levels and support learning without external pressure, turning it into a rewarding experience (Karimi & Dastgoshadeh, 2018, p. 3). For further clarification, Alemu et al. (2023, p.

1140) acknowledge that the strategies are set into three categories – cognitive, metacognitive, and affective, consisting in teaching appropriate reading strategies, encouraging the choice of reading materials, providing support to students in setting goals and reflection, making the reading resources available for students, and helping to create a suitable environment for reading. These strategies constitute instructional support that can make a huge difference in the student's academic journey, paving the way for autonomous readers and lifelong learners.

2.6. Factors Influencing Reading Autonomy

Several studies on reading literacy development encourage reading autonomy, considering its potential to make lifelong readers and learners (Al-Khasawneh et al., 2024, p. 140). Similarly, Tram and Kha (2022, p. 1) agree that students who read independently benefit more from the reading they do than lecturer-dependent students. However, various aspects can impact EFL students' reading achievement or failure in higher education (Taladngoen, 2020, p. 13). Attempting to analyse the facilitating or/and impeding factors for developing RA, the current section presents three subcategories – personal, educational, and social-environmental, derived from the two broad categories – internal and external, discussed by many researchers like (Kha et al. & Tram (2022: 3); Liu, 2023, p. 197); Taladngoen, 2020, p. 12). In addition, Basri (2020), cited in Liu (2023, p. 197), matches these factors with the four dimensions of autonomy, which entail psychology, technology, political philosophy, and social culture. The next subsections elaborate on each factor to describe its nature.

2.6.1. Personal Factors

Personal factors in RA are referred to as internal factors according to Kha et al. & Tram (2022: 3), Liu (2023, p. 197), and Taladngoen (2020, p. 12), which include intrinsic motivation and interest. These factors highlight that when students are intrinsically motivated and have an interest in reading on specific topics, they are more likely to act independently to meet their needs. The next factor is self-efficacy. It entails self-trust in reading different, and sometimes challenging texts,

persistently. This attitude is very significant for boosting students' motivation to read independently.

Reading skills are crucial to heightening students' reading confidence in varied contexts. They help students to achieve their learning goals, be it on a classroom basis or outside (Fatimah, 2019, p. 41). Moreover, the mastery of the basic skills and strategies such as decoding, inference-making, guessing the meaning of words from the context, critical thinking skills, skimming, and scanning, offers reading comfort, enjoyment, and promotes the students' willingness to read often. Finally, cognitive abilities are based on mental processes involving information processing speed, memory, problem-solving skills, and attention span (Tabiati, 2016, p. 86). According to Tram & Kha (2022, p. 4), students become self-sufficient if they use these abilities effectively. When students have these abilities, their experience in interacting with any texts becomes a reward in itself and serves as an incentive to read new materials.

2.6.2. Educational Factors

In the views of Tram & Kha (2022, p. 3) and Liu (2023, p. 197), educational factors are part of the second category of their classification, i.e. external factors which consist of the reading programmes, instructional practices, resource availability, feedback and support. In this thread of line, Alrabai (2021, p. 2) states that an effective reading autonomy programme offers students the possibility to choose strategies that fit their independent reading, clarifies the goals of the curriculum to students, allows teachers to support students, encourages reading in authentic situations, and allows lecturers and students' assessment of reading practices. Accordingly, for reading autonomy development, the instructional programme must encourage using independent and cooperative reading strategies such as literature circles, book clubs, peer feedback and collaboration, and reading challenges to help students break the reading ice, enhance motivation, and gain confidence for reading.

Instructional practices refer to the lecturer's actions involving the selection of teaching methods, strategies, and techniques to foster thinking skills, assist students in choosing reading materials, support their independent reading, and

create an appropriate reading environment (Taladngoan, 2020, p. 14). This view of teaching is supported by Reeve (2016), cited in Alrabai (2021, p. 2), who coined it as “autonomy-supportive teaching”, which consists of teaching and identifying the students' psychological needs in learning. However, while interacting with students, paying attention to their particularities, such as their learning styles and attitudes towards reading, for example, helps the lecturer apply differentiated learning strategies, as claimed by Selian et al. (2022, p. 650), to match students' needs and contribute to achieving their goals.

The response to educational factors requires the availability of reading resources such as books of varied genres, newspapers, magazines, or other reading materials to promote good reading habits, reading for pleasure, and lifelong learning. In contexts where physical books are unavailable, Fatimah (2019, p. 43) recommends the use of digital sources that offer materials for extensive reading. Here, the lecturer should suggest reading platforms or links where students can find materials. Additionally, during the reading tasks, the lecturer and peers' feedback is necessary (Tabiati, 2016, p. 89). The feedback from peers is encouraged among students to promote interaction while sharing and discussing ideas from texts they read.

Helping students to manage the reading problems they encounter while reading independently or those from peer discussions, and involving them in different related post-reading activities, feeds their confidence and independence in reading.

2.6.3. Social-environmental Factors

Considering the social constructivist theory discussed in Section 2.2.1, social environmental factors are important aspects to consider in building knowledge of one's reality from language and cultural perspectives (Akpan et al., 2020, p. 50). Some instances of these factors comprise home and school environments, habits, and socioeconomic status (Tabiati, 2016, p. 88). A home environment that encourages reading books can promote an independent reading culture and post-reading debates. Having a home library, for example, is an incentive to read. In most cases, the family, especially parents, are the main source of reading motivation for

their children (Taladngoen, 2020, p. 14). On the other hand, the school environment is the formal setting for reading literacy development through specific programmes and methodologies to develop reading autonomy. In the view of Rahmawati et al. (2022, p. 82) and Taladngoen (2020, p. 14), a supportive environment aids students' concentration on their reading assignments. It must incorporate conditions such as school libraries, classroom bookshelves, specific reading rooms or other related reading places, and internet access for online search of reading materials to increase students' reading motivation.

Another relevant aspect in developing reading autonomy is the cultural factor. The reading attitudes and aptitudes of the people surrounding us have a positive or a negative effect on our reading habits (Tabiati, 2016, p. 86). In many cases, reading literacy is encouraged by cultural norms and values of education. Hence, interacting with people who praise and share similar reading needs and interests can be the starting point to improve autonomous reading.

Besides the factors discussed above, it is worth considering that the financial issue is a relevant element in the acquisition and maintenance of reading materials. The government, sometimes aided by non-government organisations and individuals in the society, has the responsibility to fund institutional and community libraries (Boonaree, 2018, p. 30). So, educational institutions should implement policies to capture sponsorships either from the government or organisations to equip the libraries and create a positive environment for reading.

2.7. Key Issues in Promoting Reading Literacy in Higher Education

Drawing on current studies and trends in reading literacy development, educational institutions, particularly universities, need to identify critical aspects of reading instruction. Thus, having analysed the most common complaints of students and lecturers in EFL teaching and learning contexts, I have concluded that six issues are crucial to develop reading autonomy, and we will elaborate on them in the coming subsections. The first section will address the issue of curriculum and its overlap with reading literacy. This section will elaborate on reading literacy curriculum design, the models of curriculum organisation, the guiding principles of curriculum design, the role of stakeholders in curriculum design, and the

approaches of curriculum development. The second issue covers the teaching practices. It includes strategies for explicit reading instruction, scaffolded reading activities, ways to encourage critical reading and thinking, the benefits of providing a wide range of reading materials, the effects of establishing a good reading culture, and the development of metacognitive skills. The third issue deals with the source of reading materials, followed by the impact of technology in reading development, the fifth aspect tries to understand how an educational institution can set up collaboration among its members to support the reading needs, and finally, we will consider the impact of student motivation in reading literacy development.

2.7.1. Curriculum and Reading Literacy

Etymologically, the term “curriculum” stems from the Latin word “currus” meaning “run a race”. This meaning connotes a study plan of an educational institution that students are expected to pursue, in which a series of actions and learning experiences occur within a specific time to make them competent intellectuals for society. The concept of the curriculum varies depending on the area of knowledge, the kind of school, the education offered, and the expected product. In a narrow sense, curriculum is understood as a set of subjects or courses taught in a school, and in its broader sense, it refers to the accumulation of knowledge related to the students’ educational needs (Henard et al., 2019, p. 3; Offorma, 2014, p. 77). Restating it, the narrow sense refers to the intended written curriculum or programme, whereas the broader sense covers the body of knowledge that students need to apply in practical life situations. Agreeing with the preceding views, Wahlstrom (2023, p. 259) sees curriculum as accumulated experiences resulting from the teaching and learning context and process in which students and teachers are the main contributors. Furthermore, Richards and Schmidt (2002, p. 140) reinforce the concept by addressing it as a field of study that deals with the development, implementation, and evaluation of the curriculum of an educational system.

The history of curriculum development in language teaching originates from the notion of syllabus design. These terms are sometimes used interchangeably. However, they differ from one another. Curriculum development entails the whole

process of introducing changes or reforms in an educational system, and syllabus design is an aspect of the curriculum development as it entails the specification and outline of the teaching and assessment contents of a course (Richards, 2001, p. 2).

The curriculum development theory, in the form of syllabus design, was introduced in language teaching in the 1960s and reconceptualised in the 1970s, 1980s, from the evaluation of its impact in classroom practice, and subsequently through debates on the status of the curriculum in higher education in the 1990s what created conditions for the curriculum development in the postmodern era which has effects on reading literacy (Slattery, 2006, p. 2). Here, Slattery mentions the postmodern philosophy for believing that its discourse has influenced his postulations in curriculum development. Thus, he emphasises the relevance of considering postmodern attitude and the postmodern perception of deconstruction as fundamental philosophies in the process of curriculum design and implementation in the twenty-first century.

2.7.1.1. Curriculum Design for Reading Literacy

Modern education focuses on preparing individuals who can be able to handle problems affecting societies. Based on this assumption, higher education, in any educational context, is seen as the schooling level where most of these problems are expected to be addressed for solutions. Consequently, this expectation has an impact on the definition of courses' aims, organisation of contents, and the teaching and learning methods, implying the core components of a curriculum aligned to the state's goals of educational policies (School of the Osage, 2023, p. 6). Furthermore, reinforcing the concept of curriculum, Wahlstrom (2023, p. 259) defines it as accumulated experiences resulting from the teaching and learning context and process in which students and teachers are the main contributors.

In research on curriculum policies, Almeida et al. (2022, p. 24) state that the design of a curriculum is based on the “knowledge, values and skills” stemming from the historical evolution of a society recognised as effective in responding to societal concerns. Correspondingly, Aryanjam et al. (2021, p. 52), viewing curriculum from a more specific language learning perspective, defend the promotion of educational policies that nurture students' learning autonomy. This assertion feeds on two

models of learner autonomy: Benson's model (2001) and Blin's model (2010), after the pioneer in the study of learner autonomy, Holec (1981). Benson's model claims that "learner autonomy needs to view the learner holistically, consider different language dimensions and how they interact." And Blin's model defends that "learners, considering their objectives, are agents who engage in an activity, give specific direction to it, and construct their surroundings in distinctive ways" (Aryanjani et al., 2021, p. 53). From these assertions, I understand that both models are in favour of democratic language learning in which students are given the responsibility to lead their learning, in a meaningful way, and teachers are expected to flexibly guide students and the process itself, as stated in the following quotation.

Curriculum flexibility is defined as the ability of schools and teachers to adapt the curriculum responsively to cater to individual student capabilities and requirements, assuming a degree of autonomy over the curriculum's design and implementation. Similarly, curriculum autonomy grants local authorities, schools, teachers, and even students the power to make decisions regarding the curriculum, thereby enhancing student agency and co-agency among students, teachers, parents, and the community. (OECD, 2024, p. 4)

The above quotation embodies the idea of comprehensiveness of the curriculum, regarding the interrelationship among its contents and effects on sociocultural domains. That means, the curriculum reform in an educational system denotes a complex, dynamic, and changing process that requires efforts of the stakeholders guided through a structured plan and strategies for the accomplishment of its objectives.

2.7.1.2. Models of Curriculum Organisation

There are different models of curriculum organisation, such as the discipline-based model, transdisciplinary problem/theme-based model, sociological-based model, and student-centred model, which is supported by Benson and Blin's models of learner autonomy. Each of the curriculum organisation models has strengths and weaknesses in educational contexts. However, it is worth mentioning that if well

employed in the education process, their efficiency and effectiveness are substantial for human development (Davis & Sumara, 2006, p. 327).

Among the above-outlined curriculum models, the student-centred model or competency-based curriculum, as mentioned by some scholars, will be the centre of attention in this work for matching the programme reform I propose. This model centres on the conviction that education is a way for awakening the students' thinking abilities and improving their conditions of being humans (Frida, 2016, p. 505). The model was proposed by the American Psychological Association in 1997 under the principles, summarised in the table below, focusing on redesigning and reforming educational institutions.

Figure 6: Learner-centred Psychological Principles

Cognitive and metacognitive factors	Principle 1. Nature of the learning process
	Principle 2. Goals of the learning process
	Principle 3. Construction of knowledge
	Principle 4. Strategic thinking
	Principle 5. Thinking about thinking
	Principle 6. Context of learning
Motivational and affective factors	Principle 7. Motivational and emotional influences on learning
	Principle 8. Intrinsic motivation to learn
	Principle 9. Effects of motivation on effort
Developmental and social factors	Principle 10. Developmental influences on learning
	Principle 11. Social influences on learning
Individual differences factors	Principle 12. Individual differences in learning
	Principle 13. Learning and diversity
	Principle 14. Standards and assessment

Note. From Frida (2016, p. 508)

In designing a reading literacy curriculum centred on students, taking into consideration the principles in Figure 6 allows lecturers to guide students' learning based on their needs analysis. For example, to identify the kind of reading materials students are more interested in, it is necessary to reflect on principles 7, 8 and 9 based on motivational and affective factors. That means, in this context, lecturers, besides implementing strategies to improve students' reading ability, also get involved in doing action research on students' behaviour towards reading, during the lessons, to identify and overcome their reading needs.

2.7.1.3. Principles of Curriculum Design

Any system or plan operates under the guidance of one or more ruling ideas. These ideas are sometimes called rules, guidelines, directions or principles. In this work, I will use "principles" for suggesting a term in language teaching and away from merely being a simple word. Hence, curriculum design principles are beliefs and theories that curriculum developers, influenced by their professional and individual experiences as students, hold as fundamental to orient the curriculum design (Richards & Schmidt, 2002, p. 418). Besides, Grant (2014, p. 31) alerts that "there is no body of evidence that shows that there is one best choice for framing a curriculum as a whole or any of it [sic] parts. A curriculum should simply be fit for the purpose and context of its place and day". In this respect, Wiliam (2013, p. 15) and Taylor (2019, p. 1) display seven similar principles of curriculum design consisting of balance, rigour, coherence, integration, appropriateness, focus, and relevance. These principles are considered indispensable for the critical evaluation of educational curricula. The summary in the figure below provides explanations of what they consist of.

Looking at the following Figure 7, one could have figured out that they are fixed principles and probably unchangeable. Agreeing with Grant's opinion, these principles offer a basic scope frame on which curriculum developers and/or evaluators can base, while examining the weaknesses and strengths of a curriculum. Besides, I would like to remark that the principles covered here will help me to reshape the proposed programme of Reading Skills.

Figure 7: Principles of Curriculum Design

Principle	Explanation (main ideas)
Balance	More time should be allocated to the more important aspects of the curriculum. But the issues covered should promote intellectual, moral, spiritual, aesthetic, creative, and emotional development.
Rigour	Discipline and commitment must prevail in dealing with the aspects of the curriculum.
Coherence	There should be an interconnection between the contents taught in each subject of the same area of knowledge.
Integration	The logical sequence of contents is necessary. Material taught at one point in time builds on materials taught earlier, and feeds into what is to be taught later.
Appropriateness	The contents in the curriculum should be adequate for the students' level, age, and aptitudes.
Focus	Concentrate on the most important content by leaving out the unnecessary.
Relevance	Curriculum relevance lies in the way that teachers connect valued outcomes to the students' experiences in real life.

Note. Adapted from Wiliam (2013, p. 15) and Taylor (2019, p. 1)

2.7.1.4. Stakeholders in Curriculum Development

Curriculum development represents a complex process in its accomplishment. It involves a series of factors, from material ones to humans. In this section, I am going to consider the human factors and their roles in the process.

The term stakeholder suggests “a person or group of persons with a recognised right to comment on and have input to the curriculum of a language programme, the use of a particular test, the information of language policy, and so forth.” (Richards & Schmidt, 2002, p. 507). According to Hanover Research (2016, p. 14), there are two categories of stakeholders: Internal stakeholders – those entities that influence the school or university, such as lecturers, students, faculty administrators, and university administrators; External stakeholders – the outside but curriculum-related entities, such as the labour market and head of education

policy at the highest level. And regarding the roles stakeholders play in the process, they are classified into four groups: responsible (those who work directly on the project); accountable (the decision-making authorities); consulted (those having the know-how and ability to clarify what to do); and informed (those who need to be updated because their work depends on the task at hand). On the other hand, it is crucial to clarify that the process can be recursive, and the role assigned here may change as the process progresses to different stages. For additional information on how the web of stakeholders in curriculum development functions, see the diagram in Appendix D.

Given the pertinence stakeholders have in curriculum development, I realise that fostering active involvement of entities related to curriculum design and especially the ELT teaching staff at ISCED-Benguela, in my research, will be an imperative and motivating requirement to help them feel the need to change their practice, and be confident that they are capable of introducing curriculum changes for better education quality and hence human development.

2.7.1.5. Approaches of Curriculum Development

The implementation of curriculum reforms in educational systems denotes a complex, dynamic, and changing process that requires efforts guided through a structured plan and strategies for the accomplishment of its objectives. So, based on principles of autonomy, designing a reading literacy curriculum encompasses devising it from a learner-centred perspective to empower students to manage and lead their reading experience, and evaluate their results at the university level. Thus, considering this philosophy, Offorma (2014, p. 80) proposes a six-stage approach, the Johns Hopkins University approach, comprising identification, analysis, design, development, implementation, and evaluation, to design a curriculum, which will be taken into account in the Reading Skills syllabus design.

a) Identification

The first step to consider in (re)designing or developing a curriculum is to identify the problem underlying the need for making reforms to it. Conducting primary research via questionnaires, interviews, observation, and text or document

analysis with the stakeholders can provide reliable answers. For instance, in the case of my research, I noticed that most of the ELT students at ISCED-Benguela lack reading autonomy owing to their behaviour of dependency on lecturers' orientation to read. So, I assume that the reading programme lacks some improvements to encourage students' assisted reading habits to gradually build reading autonomy.

b) Analysis

After the identification of the curriculum problem, analysis helps to find evidence of the existing problem to ensure the need for reforming the curriculum. At this stage, conducting research via questionnaires, interviews, observation, and text or document analysis with the stakeholders can provide reliable answers.

Concerning my research, I have raised three basic questions on the identified problem, from which I hypothesise that:

1. Most of the students are lecturer-dependent for their reading assignments because they lack good reading habits.
2. Lecturer-dependency for reading assignments makes students less successful in academic achievements and hinders learning autonomy.
3. The adoption of a comprehensive approach with appropriate reading strategies can encourage students to become independent readers and autonomous learners.

Analysing the above-mentioned hypotheses, a suggestion of possible reforms of the current Reading Skills syllabus will help to improve the students' reading performance.

c) Design

The design stage represents the foundations for the development stage. It is a fundamental stage in curriculum development in which the curriculum framework is shaped. This implies the creation of necessary conditions, such as setting goals and objectives, methods and materials, time allocation, and the people involved in the process. Contextualising the design stage into my research, I understand that the research objectives and the proposed syllabus, in Appendix Z, mention the evoked conditions, despite the implicitness of the stakeholders. Regarding the identification of the reasons hindering students' reading autonomy, an examination of the effects

rising from students' reading dependency on lecturers, the exploration of the autonomous reading strategies, the proposal of (re)design and implementation of a reformed Reading Skills syllabus for Angolan ELT students at ISCED-Benguela account for the preparation of the required conditions for smooth development and implementation of the intended changes as well as the achievement of expected results.

d) Development

The development stage indicates the availability of the curriculum framework with outlined contents and educational methods, strategies, activities, and assessment techniques. However, at this stage, the (re)formed curriculum needs refinement where necessary. This leads to exposing the curriculum in workshops, consultations, organised briefings, experimenting with the major proposals, and submitting it to the competent entities for assessment and feedback. As this process generally has political and technical implications in the educational system, Offorma (2014, p. 80) recommends that the proponents or developers of the curriculum should share and explore its weaknesses and strengths by means of scientific activities.

e) Implementation

Having in mind that the reform of a curriculum entails human and material resources promptness, its implementation demands teachers' refreshers, through seminars, conferences, and workshops, to familiarise them with the introduced skills, the teaching and learning materials, methods, as well as the assessment techniques.

The proposed syllabus, in this work, presents the teaching methods and the assessment procedures, and the subject contents are outlined in two parts: Intensive reading and Extensive reading. The first part will essentially be classroom-based to familiarise students with the concept of reading, theories of reading, and strategies, and the second will be more independent and practical. However, depending on the purpose of the reading students do in classroom-guided sessions or independent reading assignments, the teacher needs to have expertise to choose strategies and activities proper to both selected reading materials and the objective of the lesson.

Regarding Offorma's recommendation, in the preceding heading, it offers both a challenge and an opportunity to guarantee the level of operational execution of the proposed syllabus. That is, I will have to ensure that the requirements are fulfilled and the improvements are made.

f) Evaluation

In curriculum development, the two preceding stages require supervision and evaluation to test not only the effectiveness of the process but also to provide a chance for continuous readjustment until it corresponds with the expected learning outcomes (Nation & Macalister, 2010, p. 11). This stage denotes alertness and readiness of the individuals involved in the curriculum implementation process, making efforts to prove the efficiency and usefulness of the introduced reforms.

Considering that reading is one of the four language skills and is mentioned as a foundational skill for knowledge acquisition and academic success, the subject of autonomy, here, requires special attention to guarantee effective preparation of competent readers and lifelong learners. The Reading Skills syllabus for the Angolan ELT students at ISCED-Benguela claims pragmatism. So, it should be structured from the autonomy perspective, open to criticisms and improvements, to help the students meet their reading needs.

2.7.2. Teaching Practices

In higher education, reading autonomy has become a prominent issue of discussion among scholars, lecturers and classroom practitioners. Developing readers who can interact not only with their academic reading materials but also with other related materials independently, daily, is a crucial concern for empowering students with effective reading strategies and skills, and a pleasing reading culture through efficient teaching practices to guarantee academic success and foundations for professional growth in their future careers. Going through the literature, I have found that explicit instruction of reading strategies, scaffolded reading activities, tasks encouraging critical reading and thinking, offering a wide range of reading materials, creating a good reading culture, and developing

metacognitive skills are practices to foster autonomous reading among university students. Therefore, the coming headings elaborate on each of these practices.

2.7.2.1. Explicit Instruction of Reading Strategies

The concern of educational institutions, grounded on students' poor reading evidence from different settings, has driven attention to devising effective reading strategies to improve students' reading skills. Reading strategies such as scanning, skimming, detailed reading, evaluating ideas, finding key ideas in sentences and main ideas in paragraphs, identifying text structure, text summarizing, questioning, and adopting specific reading approaches to extract meaning from a text, refer to well-defined actions students perform to understand reading selections in solving a task or accomplishing a reading goal (Ha et. al., 2024, p. 77). They are believed to effectively assist reluctant readers to improve their reading ability in EFL learning contexts (Dikkatli & Kurum, 2023, p. 16). The evidence that “many students at universities face problems in reading comprehension”, according to Ha et al. (2024, p. 76), generally arises in contexts where English is held as a foreign language, in which students are not taught the reading strategies explicitly at low levels of their schooling. Such a fact leads to students' reading literacy gap as they join higher education, where reading is regarded as the groundwork for academic assignments. Mbambo-Marimirofa et. al (2023: 64) and Dikkatli and Kurum (2023: 14), referring to reading as a crucial foundational skill, acknowledge that its instruction to struggling readers requires an explicit teaching of reading strategies such as cognitive, metacognitive, and affective, at all levels, through demonstration while interacting with texts in the lessons. Additionally, in agreement with the preceding assertion, the following quote highlights the relevance of explicit instruction in reading literacy development.

The significance of explicit and systematic instructional methods is paramount, especially in developing key reading skills such as phonological awareness, phonemic awareness, and phonics. These instructional strategies are instrumental in helping learners solidify and automate foundational skills, which are essential for proficient reading. The implementation of such structured learning techniques is vital not only for young learners grappling

with the intricacies of reading but also for older students who may require targeted interventions to bolster their literacy capabilities. (Illinois State Board of Education, 2024, p. 24)

In support, Sun et al. (2024, p. 34) and Vaughn et al. (2021, p. 2) state that “classroom instructions are important for students to engage with literary works, but far from sufficient”. It indicates that students are expected to learn the reading strategies in action at the early stages of reading literacy development, to support their reading autonomy in further stages.

2.7.2.2. Reading Scaffolding

An effective, straightforward way to help students learn to read can be the adoption of an explicit approach to teaching reading strategies. This approach aims at making reading more accessible to students by the lecturer’s direct intervention with specific strategies and techniques to develop reading skills (Chinpakdee & Gu, 2024, p. 296). Here, the lecturer creates a learning atmosphere to guide students in reading lessons, not only by setting tasks but also by working with them on the tasks to empower their independent reading. This guidance is released as students start evidencing signs of reading comfort and competence, which, to that extent, denote reading autonomy (Vaughn et al., 2021, p. 2). In general, this guidance is structured and purposeful and technically known as scaffolding, which consists of teaching the strategies, setting tasks, supporting, and monitoring the students’ learning and response, to measure the extent to which they need direct support or release. According to Shukhrataliyeva (2024, p. 490), Jimenez and Velasco (2023, p. 549), the classroom-based reading activities are presented in three different categories according to the stages of the lesson: pre, while-reading, and post-reading activities. For pre-reading activities, the lecturer takes the role of a guide to lead students to brainstorm on the reading topic, help them preview the material, set a purpose for reading the material, explore students' background information and vocabulary on the topic, and set guiding questions. These activities are the foundation for the while-reading activities, the actual reading tasks. They involve students in skimming and scanning materials, raising questions as they read, evaluating ideas, making inferences, identifying key points of the text, synthesising information, drawing

conclusions, predicting outcomes, summarising, and note-taking. Here, the lecturer plays the role of an instructor and monitor. The post-reading activities involve students in sharing their reading insights, making presentations, holding discussions, reflections, and self-assessment by critically analysing their weaknesses and strengths based on the learnt strategies to accomplish the reading assignment. In these types of activities, the lecturer decreases the students' direct support and plays the role of a moderator and evaluator. In most cases, the post-reading activities involve, implicitly, the other three language skills – speaking, listening, and writing as follow-up activities, and other related skills such as reflective or critical thinking and argumentation skills, which are indispensable for students in building reading autonomy.

2.7.2.3. Encouraging Critical Reading and Thinking

One relevant aspect to consider in teaching reading relates to the way students construct a judgmental reflection on their reading and thinking. Richards & Schmidt (2010, p. 146) define critical reading as a kind of reading in which the reader connects the information found in the text with their background knowledge on the topic, resulting in an evaluation of relatedness to the reader's context. And critical thinking is a broader aspect that covers thinking over read or heard information by analysing its significance. Critical reading is underlined as a skill of foundational impact on developing reading skills since "advancements in reading comprehension align with heightened critical thinking abilities and vice versa" in the view of Paige et al. (2024, p. 1). In agreement with the preceding assertions, Bachtar (2024, p. 1) mentions it as a crucial skill that guarantees the students not only better academic performance and achievements, but also readiness for the changing and challenging world. Reinforcing this point of view, Taglieber (2023, p. 141) states the following: "In modern society, even in everyday life, people frequently need to deal with complicated public and political issues, make decisions, and solve problems. To do this efficiently and effectively, citizens must be able to evaluate critically what they see, hear, and read".

The ability to think things through favours drawing accurate conclusions to make informed decisions, which are essential components for effective

accomplishment of duties as students, and as professionals in their future jobs, as well as citizens of the world in their social interactions. However, Bachtiar (2024, p. 3) raises a concern about how “technology-mediated communication”, in the 21st century, is likely to interfere with the students’ spontaneous demonstration of critical capacity in contexts where the use of ICT is highly regarded. This reveals an important issue to consider in encouraging students to read and think critically. Hence, engaging students in specific classroom reading tasks that require analysing ideas and contexts, evaluating information, and creating new ideas, is fundamental to developing reading and critical thinking. Overall, the development of these skills consists of involving students in meaningful thinking over their ideas from what they “see, hear, and read”, as mentioned in Taglieber’s words in the quotation above.

2.7.2.4. Offering a Wide Range of Reading Materials

One of the most critical domains in fostering autonomous reading among university students, especially in EFL contexts, is the provision of a wide variety of reading materials at all levels. Given the fact that reading literacy constitutes the backbone of a well-established society (Syafri & Hamka, 2022, p. 86) supported by the assurance that “reading is a foundational skill for economic and civic participation, as well as lifelong learning” (Loh et al., 2017, p. 1), offering a wide range of reading genres such as academic papers, textbooks, coursebooks, fiction and non-fiction books, and other related materials, is highly regarded. They are a great incentive to students’ reading engagement and promotion of reading skills, which are the underlying mechanisms for academic success. Supporting the preceding assertion, Wani et al. (2024, p. 470) claim that “encouraging and maintaining a regular reading habit emerges as a crucial strategy to positively impact students’ academic performance”. However, to nurture such a habit, a considerable number of diverse reading materials, an appropriate environment, and enough time for practice are indispensable for fostering reading autonomy (Auliya et al., 2017, p. 706). These authors state that the materials intended to sustain students’ good reading habits must fulfil two basic requirements: appropriate level and specific interest (Auliya et al., 2017, p. 707). Additionally, relating these

viewpoints to my research context, the following quote provides useful insights by emphasising that:

Advanced learners benefit from engaging with complex texts and sophisticated language structures in classic literature, scientific articles, and analytical essays. These materials enhance their vocabulary and understanding of intricate sentence constructions. Discussions and creative composition tasks using advanced language also refine their fluency and critical thinking, preparing them for higher academic and professional communication. (Illinois State Board of Education, 2024, p. 47)

Through scaffolded reading lessons in IR, to assist university students with useful reading strategies, engaging them with challenging classroom reading tasks can be beneficial for their academic achievements and preparation for independent reading. However, in ER, the students should use materials that are adequate for their level of language proficiency to avoid excessive “reading pain”, and they must be interesting to boost their reading motivation and turn the reading assignments into an enjoyable act. Thus, most of these materials are graded and diverse to meet the students’ needs (Al-Baihaqi & Mukminatun, 2020, p. 48). Once students are exposed to large amounts of language input and world knowledge through different self-selected reading materials, their vocabulary bank increases and builds more background knowledge necessary to sustain self-directed reading.

2.7.2.5. Creating a Good Reading Culture

Establishing a good reading culture represents a practice of paramount significance within the process of developing reading autonomy. While addressing the issue of reading culture, one pertinent question could be raised on what it means to students and to the school itself. Marga and Mason (2019, p. 173) view reading culture as the conditions that favour reading, such as the accessibility to a considerable amount of reading materials, encouragement from teachers, and appropriate reading places. For Vuong et al. (2021, p. 2), reading culture is related to attitudes towards reading. And Loh et al. (2017, p. 1) say it entails setting specific strategies that motivate students to read. Additionally, they point out five factors to consider in establishing a good reading culture: (1) Curating the book selection for

readers, (2) Making books visible, (3) Creating programmes to excite readers, (4) Designing spaces for reading, and (5) Building an ecology for reading.” Evaluating these factors leads us to believe that setting conditions for reading in educational environments is a crucial aspect to foster students’ good reading habits that lead them to reading autonomy. The reading culture is meaningfully encouraged by the school in which conditions such as specific reading instruction via appropriate strategies, libraries and a formal reading environment are created, and lecturers’ direction through reading tasks. An inspiring reading action in schools, for example, can be the invitation of writers, authors, scholars, and different experts for talks with students, sharing how they approach reading matters daily and the benefits they get from it. This experience can be a source of inspiration and a crucial incentive for reading. Nevertheless, it cannot only be the responsibility of the school, even social organisations or communities and families may also create such conditions for reading by setting up small libraries to boost the students’ reading drive beyond the classroom.

2.7.2.6. Developing Metacognitive Skills

The ability to understand and manage patterns of one’s thought processing is an important element in developing reading autonomy. Students’ metacognitive skills in reading entail their ability to plan, monitor, and evaluate the reading they do, including the strategies they use. It helps them to raise their reading awareness, the processes involved and evaluate the efficiency and effectiveness of the reading strategies. There is a remarkable correlation between reading metacognition and the development of reading autonomy. The metacognitive skills presented here drive us back to the concept of autonomy in language learning and the three psychological human needs discussed in SDT under Section 2.2.1.2. One concerning aspect in developing reading autonomy is the guiding methodology to implement practices that develop the skills under discussion in classroom contexts.

In reading assignments, problem-solving skill which involves reflection, discussion, peer review, self-assessment and feedback is an instance of exercising metacognition. It covers the ability a student must identify, analyse and solve problems arising from the reading tasks (Crisdiana, 2024, p. 33). For example, if a

student is given an article on an unfamiliar topic, they may need to find related texts that explain the subject matter of the article thoroughly and then take the previous article for close reading. By behaving that way, it shows that the student has identified their weaknesses on the topic (identified problem), so they conclude that taking another source could help to handle the situation (problem analysis), and by so doing, they will build some background knowledge on the topic (problem solution).

Regarding the reading practices, reflective reading plays an important role in making a reader alert and thoughtful while reading by raising questions, associating the reading with their personal experiences, and constructing new ideas. Discussion and peer review contribute to the consolidation of the insights gathered from texts by comparing different views from their reading peers, and self-assessment and feedback are useful aspects as they involve students in evaluating their reading performance by analysing their weaknesses and strengths. This can be done through keeping a reading portfolio with reading logs and journals. The feedback students receive from the lecturer and their mates contributes to their ongoing self-improvement by adjusting their reading strategies and procedures. All in all, these aspects aim at developing reading students' self-awareness, critical reading and thinking skills, and autonomous reading capacity.

2.7.3. Library and Digital Resources

Reading autonomy, at the university level, characterises a core component of students' lives. It implies the availability of sufficient reading resources to assist students in coping with academic demands in different courses of their speciality. According to Gopal (2024, p. 116), libraries and digital resources are fundamental assets of an educational institution for the role they play in providing readers with information on behalf of advancements in science, technology, and the overall development of a society.

A library, in essence, is associated with the collection of information sources covering textbooks, coursebooks, newspapers, magazines, atlases, films, dissertations, theses, and digital information, for specific and ordinary users (Gopal, 2024, p. 116). On the other hand, it is also defined as an information centre where

books, computers with internet accessibility, journals and other information materials, either in physical or digital format, are available for readers' use (Venkatesh, 2024, p. 168; and Dukare, 2020, p. 47). Reflecting on the preceding concepts of a library, it leads us to see it as an educational and cultural heritage space for preserving historical and current information related to societies. Thus, Li (2023, p. 572), having analysed the increasing demand for information quality in the 21st century, advocates modernisation of university libraries to respond to the users' needs and meet the quality standards of a library for higher education. The author recognises that a typical modern library, besides its traditional function of providing information to its users, must also offer related conditions and services such as computers, Internet accessibility, digital library, photocopying, bookbinding, reading areas, book borrowing and loan system, library use assistance, specialised librarians, and digital literacy training, among others. All these aspects support an appropriate institutional reading environment that not only promotes students to the category of autonomous readers and lifelong learners but also upgrades lecturers' teaching practices by using ICT in their lessons. This assumption is also underlined by Wu and Wu (2024, p. 1) while asserting that, apart from technology responding to students' academic concerns in the acquisition of diverse materials to encourage their reading autonomy, they also provide lecturers with digital literacy skills to innovate their teaching practices for education quality in higher education.

Libraries are categorised into government libraries, open to ordinary people in general, and private libraries, which include institutional libraries for specific populations, for example, students, or personal home libraries for more individualised use. Regarding digital resources, they refer to online materials that serve as a source of information. Dukare (2020, p. 47) presents digital assets in two categories: online digital resources and offline electronic resources. The first category includes online sources of information mentioned above, such as electronic magazines, e-books, and online databases; the second category comprises offline sources like CD-ROMS, DVDS, and offline databases. It is sometimes confusing to distinguish digital resources from a digital library since they all involve digital materials. Nevertheless, digital resources comprise all online materials accessible through electronic devices without specific classification of the contents in terms of

credibility, whereas information available in a digital library is thoroughly classified to guarantee credible sources for quality research.

Elaborating on the advantages of using digital resources Dukare (2020, p. 47) mentions some advantages which I summarise into three: free access to a wide range of information, multiple access to information at the same time, and easy management of information. Despite the advantages outlined, I raise two concerns bound to information source reliability and online distractions like social media, which, correspondingly, can affect the content's quality and readers' concentration, respectively. It requires specific ability and discipline to manage them for the maximisation of the reading benefits. So, tracing the rapid changes of the digital world, a training in digital literacy for library users in general, and more specifically for students and lecturers, can be a vital element in fostering reading autonomy.

2.7.4. Technology in Reading Autonomy Development

Global advancements of science and technology in the 21st century have revolutionised many areas of social and economic development, including education, especially higher education.

The concept of technology is wider. It can apply to several areas like industry, agriculture, medicine, transportation and others, but here we are fundamentally looking at it from the educational perspective. The overlap between education and technology, in recent years, has been “a central issue for a country's educational and social policies” (Rodrigues et al., 2021, p. 1). In current days, many of our occupations involve the use of technological instruments and, more particularly, in education, “screens are replacing paper while keyboards are replacing pencils” (Batanero et al., 2021, p. 1). The latter quote persuades us to perceive the change and evolution of modern society in dealing with educational matters compared with the earlier period. For example, many years ago, access to digital libraries and sources, and e-learning and ICT, were not as manageable and popular as they are nowadays. This is also reinforced by Baron & Mangan (2021, p. 254) for asserting that the arrival of the internet, ICT tools have provided students with a possibility of diversifying their reading sources, shifting from physical to digital ones, and choosing content from a wide range of supplied materials. Moreover, other reading

sources and tools that have significant effects on students' reading autonomy development and, at the same time, lessening most of lecturers' duties, cover electronic books, interactive platforms, for example, Perusall and Hypothesis, Zoom, Google Classroom; adaptative learning technologies, such as Coursera and Khan Academy; mobile learning applications like Duolingo and Kindle; and artificial intelligence (AI) tools such as Grammarly, Turnitin, and ChatGPT. Nevertheless, in many EFL contexts, the effective use of these means in higher education institutions is still an issue to address (Rodrigues et al., 2021, p. 1). Hence, reflecting on the usefulness of technology for educational purposes, digital literacy education is necessary for both lecturers and students.

The blend between education, science, and digital technology, before responding to social concerns, the primary concern is the preparation of competent citizens who can handle such concerns (Huddleston, 2020, p. 7). Therefore, individuals' capacity to acquire necessary information to solve a problem requires the ability to read on different subjects; such a fact concedes a place of privilege to reading autonomy development. A practical example of these social problems is the COVID-19 pandemic, whose consequences, besides worrying professionals in health matters, expanded to all domains of social life, and every citizen was invited to contribute with approaches to deal with the situation, according to their areas of knowledge. In the domain of education, that was the period in which the use of technology was maximised among school administrators, teachers, and students in most institutions and at all levels of schooling around the world. Emphasising the preceding statement, Loh and Sun (2022, p. 328) report that a study conducted by the National Literacy Trust in the United Kingdom concluded that students were more engaged in reading during the pandemic, despite their contextual limitations. From this conclusion, I believe that this was the reality of many students in educational settings where accessibility to digital facilities like internet connectivity, for everyone, is the government's concern.

Knowing that the evolution of a society depends on the level of its citizens' literacy, the development of reading autonomy in educational institutions, mainly in higher education, needs substantial assistance in terms of human and materials resources; the devise of specific institutional policies, effective teaching practices,

infrastructures and facilities involving well-equipped libraries in both formats, physical and digital, provides chances to help students become autonomous readers and learners, what assures their academic success, professionalism in their future jobs, and good citizenship.

2.7.5. Institutional Collaboration in Developing Reading Autonomy

The environment of higher education institutions can be one of the fundamental issues to reflect on in developing students' reading autonomy. Attempting to understand the concept of institutional collaboration, I find it curious to seek the etymological meaning of the term "collaboration". From the Latin verb "collaborare" and its noun "collaboratio", collaboration in English means "the act of labouring together". Obegglen et al. (2023, p. 33) define it, in a broader sense, as "a reciprocal, mutual activity in which problems are identified and solutions are developed collectively, and where contributions are equally valued and respected" to attain a common goal. This definition introduces an ideal perspective that higher education institutions, as in the case of ISCED-Benguela, need to embrace to handle the difficulties affecting the development of students' reading autonomy.

The characterisation of an appropriate institutional environment for reading literacy instruction depends on the combination of three main factors: the physical environment, instructional conditions, and institutional policies (Tristianari et al., 2023, p. 162). The first factor covers the infrastructure of the institution such as departments, offices, classrooms, libraries, laboratories, reading areas, and internet connectivity, etc.; the second one entails the teaching practices (discussed in section 2.7.2) which comprise the lecturers' pedagogical preparation, teaching approaches, methods, strategies, and learning materials; and the last one involves management principles and rules governing the institution in educating students to help them become competent citizens. It is the responsibility of educational institutions to provide adequate reading conditions for students, since their attitudes, interests and motivation for reading are also influenced by the aforementioned factors, to assist academic excellence. Therefore, synchronising these factors can contribute to students' success in reading literacy, which, in turn, impacts their academic

achievement. Reinforcing this idea, the quotation below by Hakim & Wingate highlights the relevance of academic literacy for university students:

The development of academic literacy is fundamental to student success in higher education. Universities offer various types of student support, ranging from generic courses to discipline-specific academic literacy instruction. The approach that has been advocated as the most inclusive and systematic is the embedding of academic literacy instruction into subject curricula. Embedding is best facilitated when English for academic purposes (EAP) specialists, with their linguistic and pedagogical expertise, work in collaboration with subject lecturers. (2024, p. 1)

The preceding quote emphasises institutional collaboration in academic literacy instruction, in general. However, knowing that reading literacy is one of the academic literacy skills besides academic writing, communication skills, research skills, and others; the advocated approach, in its comprehensive perspective, has potentialities to encourage reading autonomy not only for the population under study, the ELT students, but also those belonging to other specialities at ISCED-Benguela. Stressing its impact on students' academic understanding, Hakim and Wingate (2024, p. 1) ensure that embedding academic literacy instruction into different course study plans helps students to understand the knowledge of their specialities, relate their knowledge with the local socio-cultural context, and share it within the acceptable standards of communication in the speciality. And this is where the institutional collaborative challenges emerge. Hakim and Wingate (2024, p. 4) outline a series of problems affecting academic literacy development in many higher education institutions, which I summarise and coin as "5L" issues, having in mind my research context and focus:

1. Lack of a specific reading literacy development policy.
2. Lack of funds for reading literacy development.
3. Lack of reading literacy specialists.
4. Lack of training programmes for lecturers' qualification in reading literacy.
5. Limited library materials for reading literacy development.

The concerns above are common in many EFL contexts and, perhaps, vary in their degree of difficulty. For instance, a study run in Malaysia, on the role of School

Literacy Movement (SLM) in raising students' interest in reading, concluded that strong academic literacy skills denote the quality of a nation's citizens and development. However, they claim funding and suitable infrastructures to support the programme (Prihartini et al., 2023, p. 31). Similar problems were reported in research conducted in the Philippines, according to Orie et al. (2023), while devising a reading programme for reluctant readers, where they could realize that besides the students' internal factors which hampered their interest in reading, lecturers were also identified with difficulties in the use of technology in reading classes, what indicates the lack of training programmes for lecturers' qualification. These reports are not far from our research context reality. So, being aware of the negative effects of the L5 issues, substantial attention and collaboration among the institution administrators, specialists, lecturers, librarians, including students and related areas, in discussing and analysing the identified problems, will be crucial to find solutions and devise specific interventions that guarantee success in reading autonomy development.

2.7.6. Student Motivation

Reading autonomy at the university level represents the cornerstone for students' academic success and lifelong learning. Developing reading autonomy encompasses consideration of several factors, ranging from instructional, material, and environmental, including those discussed in Section 2.6, that can promote or hamper students' reading literacy improvement.

Among the aforementioned factors, motivation occupies the central position. The centeredness of motivation in reading development is reinforced by Guven and Haddad (2023, p. 4), while stating that the enhancement of reading performance, besides the instructional conditions entailing reading materials, motivational learning strategies like the collaborative ones, are of paramount relevance to increase students' motivation.

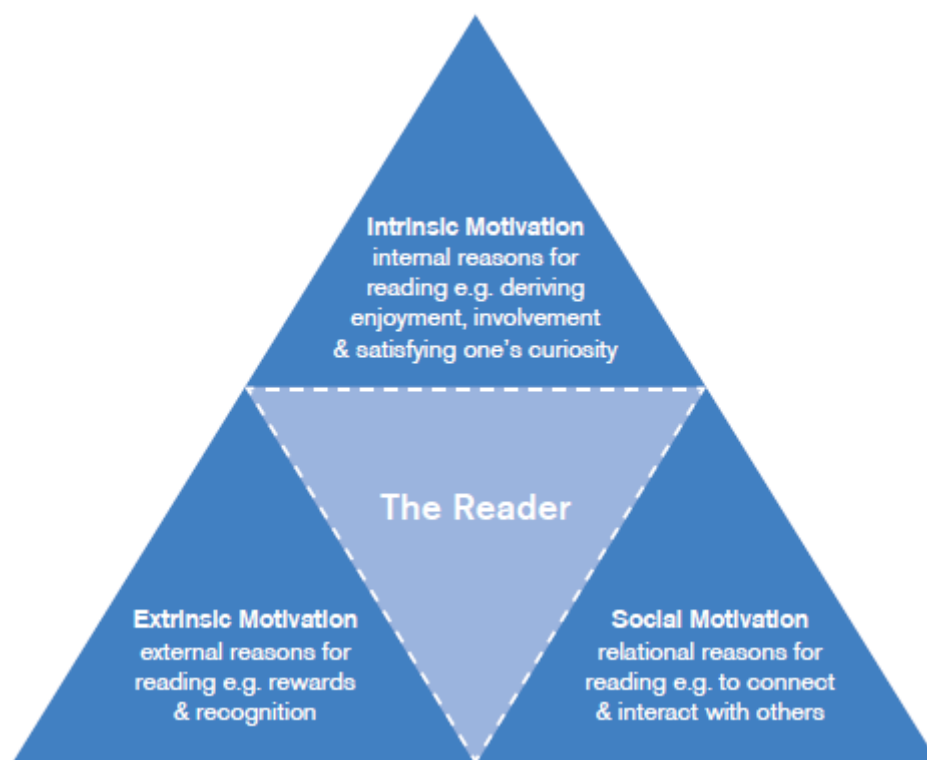
The concept of motivation can be understood from different perspectives depending on the field of research. Sande et al. (2023, p. 2) view it as an intricate concept because it is based on several motivation theories also applicable to reading literacy skills development. In Psychology, for example, it is regarded as a personal

momentum driving towards the desired targets, whereas in Sociology it can be seen as a social practice arising from peers' influence through interaction (Cremin, 2023, p. 33). For Borotas and Palma (2023, p. 10), it is one of the key factors that proportionate effective reading and learning for students. Bringing these views into the educational context, motivation can be regarded as an internal or external force that drives students to deeply engage in academic tasks for meaningful learning of the contents, which extends to reading literacy. It helps students enjoy learning by turning the reading assignments into an interesting academic experience.

Regarding the relationship between reading and motivation, Cremin (2023, p. 33) and Permatasari & Wienanda (2023, p. 222) recognise the correlation between these two elements associated with engagement and reading quantity as a fundamental factor to students' academic achievement. Likewise, Radiyah et al. (2023, p. 184) support the quantity issue by stating that "the more motivated students are, the more books they read and the better they will comprehend what they read". All statements considered, the nature of motivation manifested by students needs to be addressed comprehensively to examine how it impacts their academic performance.

Categorising the nature of motivation, Kheang et al. (2024, p. 2) present it in four types: intrinsic, extrinsic, integrative and instrumental motivation, which are commonly referenced in contexts of foreign language learning in general. Correspondingly, Cremin (2023, p. 33) summarises these types in three main dimensions, vide the figure below, focused on reading literacy development.

Figure 8: The Multi-dimensional Nature of Reading Motivation



Note. From Cremin (2023, p. 33)

The dimensions displayed in the figure above indicate the sources of reading motivation generally prompted by the reader's attitude and purpose for reading. So, elaborating on them in detail, intrinsic motivation refers to a natural inner force, based on several theories that sustain a person's actions and performance towards what they aspire to reach (Kheang et al. 2024, p. 1). Additionally, Cremin (2023, p. 33); Permatasari and Wienanda (2023, p. 222) stress the significance of intrinsic motivation in reading as allowing students to read with joy and less psychological burden, making it a pleasurable experience. That means, if students deliberately engage in reading tasks because they like it, without expecting any reward, they are likely to maximise their reading potential and unconditional learning. Conversely, Extrinsic motivation covers the kind of motivation in performing actions as a response to external influences, leading a person to attain predetermined goals or as a mechanism to avoid negative effects of a situation (Kheang et al., 2024, p. 3). In the reading context, this concept leads us to think about the effects of such artificial motivation on meaningful learning, which is the main goal of reading. Re-examining the concept, extrinsically motivated or disengaged students are generally driven by

the immediate, obvious benefits from their reading performance, which is likely to condition effective learning (Güven & Haddad, 2023, p. 4). Regarding social motivation, Cremin (2023, p. 35) associates it with our condition as human beings who need to relate to others in society. One of the association aspects is bound to social interaction through conversations or debates in which most of the knowledge shared derives from reading. The author reinforces her view on relating to people through reading outcomes, which can have positive effects on disengaged reading peers or students in academic settings, by inspiring and recommending them to read the sources of shared information. Evaluating the essence and goal of this kind of motivation, it echoes the features of integrative motivation, commonly linked to foreign language learning.

In summary, reflecting on the dimensions of reading motivation, the intrinsic and social dimensions have a privileged position over the extrinsic dimension due to a natural predisposition to encourage effortless reading. However, disengaged students might demonstrate such behaviour owing to unawareness of the non-material advantages that reading can provide. So, helping students to realise these advantages by introducing incentives to engage them in reading tasks and gradually reducing such incentives, as the reading instruction progresses, can have a meaningful impact on the change of their reading attitude and consequently improve their motivational levels.

2.8. Interactive Strategies for Reading Autonomy

Reading in higher education represents a fundamental tool to guarantee academic achievement. Owing to various factors that can affect students' motivation to proactively cope with the reading demands at this level of education, Elfalih and Lamrani-Hassani (2024, p. 180) advocate that it is crucial to assist students with interactive reading strategies that will help them shift from a lecturer-dependent condition to student autonomy. The idea of student reading autonomy is emphasised by Raju and Dasai (2020, p. 60) in asserting that interactive reading strategies are a route through which students develop their reading comprehension and critical thinking skills towards reading and learning autonomy. Engaging

students in interactive reading tasks enhances collaboration among them, increases reading motivation, and is a springboard for independent reading.

This section is devoted to some interactive reading strategies found as practical to help the Angolan ELT students at ISCED-Benguela improve their reading skills and build both the reading and learning autonomy to effectively handle not only their academic challenges, but also the professional and social life reading demands. Thus, the first subsection covers the scaffolded reading activities to assist students with basic reading comprehension strategies, followed by the literature circles, book clubs, and reader's theatre, which encourage collaboration among students to complete the reading tasks, the fifth subsection concentrates on digital reading platforms to make the reading more engaging, the sixth subsection elaborates on reading response journals – necessary tools to record reading experiences, this is followed by choice-based assignments to allow students choose reading materials of their interest; peer feedback and collaboration, and reading challenges and incentives to maximize students interaction. Finally, the last subsection - teacher conferencing, will draw attention to a more personalised reading interaction between the lecturer and students to assess their progress and provide support in reading assignments.

2.8.1. Scaffolded Reading

Difficulties in reading literacy faced by students at the level of reading interest, comprehension, and autonomy, in EFL learning contexts, have encouraged the need to support students with more classroom-based actions intended to empower their reading skills. Examining different reading strategies by considering their nature and classroom activities, scaffolded reading has displayed suitability to serve such an end. Sun (2023, p. 678) declares that the strategy is based on the sociocultural theory by Vygotsky, focusing on the interaction and support among students and lecturers in learning situations. Scaffolded reading is a learner-centred strategy that sets the lecturer in the position of helping students to meet their reading needs through providing substantial motivation, guidance in the implementation of the reading strategies, and monitoring their reading abilities (Sun, 2023, p. 678). From the perspective of developing reading autonomy, Sholeh

et al. (2019, p. 297) view scaffolding as a device to maximise students' reading capability outside the classroom boundary. If we reconsider both definitions, the former centres on the reading assistance based on the classroom activities with active participation of the lecturer as facilitator, guide, and instructor, and the latter tends to be more inclusive since the independent reading students do outside the classroom has its effects and reflections in the classroom. Furthermore, highlighting the role of the strategy, Sholeh et al. (2019, p. 299) recognise its potential in handling various reading problems students face from the metacognitive, cognitive, and affective perspectives. On the other hand, analysing the complexity of obtaining information from print and elaborating on it for deep understanding, as it involves the readers cognitive skills and cultural background, Mariage et al. (2020, p. 29) and Mohamed (2023, p. 1) underline the role of lecturer's scaffolding in reading classrooms for meaningful interaction with texts and suitable strategies at pre, while, and post reading stages, especially with struggling readers. This prepares them for authentic circumstances in which autonomous reading is a demand, taking into consideration today's world's high exposure to written information.

The highlighted relevance of the strategy in reading development, both in and outside the classroom, reveals the lecturer's intervention as a fundamental element to understand different problems students deal with in reading by identifying the factors that contribute to such problems and finding possible solutions through appropriate reading activities to cover the gaps demonstrated by students.

2.8.1.1. Implementation Procedures of Scaffolded Reading

The implementation of a scaffolded reading strategy in the classroom portrays the most significant action from the instructional point of view. It is primarily founded on the activities at the three different stages of a reading lesson. And, according to Mariage et al. (2020, p. 29), two aspects – activeness and flexibility- must be the guidelines for effective implementation of the strategy utilising specific activities. Both the students and lecturers need to be active and flexible while coping with reading assignments to allow reading span maximisation, focus and motivation, and ongoing reflection on the reading they do, as well as the

efficacy of the strategy in use. Sholeh et al. (2019, p. 300) underscore the efficiency of scaffolding in reading lessons while training students to effectively apply the autonomous reading approach.

Attempting to assist students with effective reading strategies, Mariage et al. (2020, p. 30) outline three phases: strategy selection, strategy instruction, and strategy application. The first stage entails the choice of the strategy the lecturer wishes to teach to their students, and this implies that a series of conditions, such as texts, activities, and interaction forms, must be considered in advance. The second stage covers considerations on the nature of the strategy, how it works by modelling in actual reading, and its benefits as a reading strategy. The third stage leads students to practice the strategy by using the conditions mentioned in the first phase, and here the lecturer acts as a monitor to supervise how they apply the strategy taught. For example, if a lecturer wants to assist students with the scanning strategy, once the strategy is chosen, they must think about which text to use, which activities such as brainstorming for background information activation, finger or pen pointing and eye movement to locate specific facts in the text, how they will interact with the text either individually, in pairs, or group. And then, the lecturer will teach students what scanning consists of with practical examples through modelling, using the selected text. Finally, in the application phase, the lecturer's scaffolding is reduced, and the students are given freedom to work on themselves with minimal support from the lecturer. In practical terms, the last phase aims at helping students to experiment with reading autonomy using the strategy they have learnt. An important mention must be included here: the phases I have gone through so far reflect the strategy's instructional procedures. However, a reading lesson involves specific pre-, while, and post-reading activities (Sholeh et al., 2019, p. 300). The most common pre-reading activities encompass activating background information on the text, setting a purpose for reading the text, and exploring the text's vocabulary to aid understanding. The while-reading activities cover guided reading, shared reading, think-aloud, annotation and taking notes. As reading relates to other language skills, at the post-reading stage, activities such as summary writing, discussion, and self-assessment are applicable to consolidate reading comprehension and evaluate strengths and weaknesses be it in the comprehension spectrum or the reading strategy application.

2.8.2. Literature Circles

In educational settings, interacting with and understanding different genres of reading selections plays a significant role in students' academic performance and success (Clark, 2021, p. 3). The interculturality in most ELT classrooms, based on students' cultural diversity and individual frames of reference, represents academic communities in which extended reading considerations from diverse angles can be interesting. Literature circles are a reading literacy instructional strategy consisting of a group of students who discuss the contents of a selected book and individually read by themselves (Wexeler, 2021, p. 465; Navitasari et al., 2021, p. 65). From the collaborative viewpoint, Venegas (2024, p. 127) sees literature circles as an intervention for reading efficacy and defines them as a social literacy gathering in which students from different levels of reading proficiency can build their reading skills and identities. Furthermore, regarding the construction of reading identity, the author establishes the difference between reader identity and reader self-efficacy as important concepts in autonomous reading development. Reader identity refers to the aptitude to read, including personal beliefs, language proficiency, and self-consciousness. Whereas reader self-efficacy covers the reader's attitude towards reading as a confident entity (Venegas, 2024, p. 128). In addition, Cloonan et al. (2020, p. 646) and Clark (2021, p. 5) advocate literature circles as a literacy valued strategy that encourages reading autonomy based on students' independent interpretation and meaning building on reading materials and group shared viewpoints. From the preceding definitions, I understand that the strategy seeks to highlight interaction between readers and texts, peer collaboration supported by their background knowledge, personal experiences, and exploration of views from a global perspective, through critical thinking, which enriches the students' reading culture. The insights students gain from collaboration with peers are indispensable for cultural awareness, differences, and similarities, to understand and recognise other cultures, which has a huge impact on their personal lives as global citizens (Wexeler, 2021, p. 466). Analysing the nature of the strategy from the instructional panorama, literature circles are transversal to any field of knowledge, such as philosophy, politics, social sciences and humanities, etc., since they focus on global understanding of the content shared from individual views in the group, and encouragement of learning autonomy. For instance, if students were asked to read

about Nelson Mandela's autobiography, they would have to do it individually, examine the author's life experience, and relate it to their own lives and contexts, and be involved in group discussion for a broader understanding of diverse perceptions of the facts encountered in the material. This exercise reinforces the students' meaningful reading interaction and learning through an independent and collaborative approach, develops critical thinking skills, and boosts motivation and autonomous reading confidence.

The above reflections on literature circles lead to the belief that it is an essential pedagogical device to foster reading autonomy since it centres on independent reading, classroom collaborative tasks, critical thinking and reflection, and reading motivation, which are the cornerstone fundamentals to educate competent autonomous readers and lifelong learners.

2.8.2.1. Implementation Procedures of Literature Circles

The historical accounts on the use of the literature circles strategy for empowering students in reading autonomy offer multiple advantages and successful outcomes. For example, Jiménez (2020) used the strategy to improve classroom management in large classes in a state institution in Colombia, Han (2022) applied it to foster the development of learner autonomy in a course of English for Academic Purposes in China, and Koné (2023) made the use of the same strategy to increase the undergraduate students' level of engagement in extensive reading assignments in Mali. In this research, I will explore literature circles as one of the devices for autonomous reading development of the Angolan ELT students at ISCED-Benguela.

According to Suci et al. (2022, p. 3603), literature circles implementation is a crucial component for students' engagement in ER. The implementation consists of following the ten principles of ER by Day and Bamford (2002), setting reading groups of four to five students in two different scenarios with assigned roles as "discussion leader, passage person, connector, and illustrator" in the first scenario; and the second one, the group is composed of five elements namely "researcher, summarizer, character captain, word master, and travel tracer" (Daniels, 2002 in Suci et al., 2022, p. 3604). Independent of the situations the scenarios are applied to,

examining their practical management in the classroom, I think the second one could be more appropriate for my research context, owing to the large class statistics, time-saving, and students' involvement. Thus, the researcher is responsible for searching and gathering information on the reading material such as the book history, the author, or related texts; the summarizer takes the role of concentrating on the summary of the material by considering the main ideas, key concepts, and the core of the text; the character captain in charge of providing concise information or account on the main characters in the reading material; the word master holds the responsibility of picking up interesting language in the material, such as unfamiliar words, newly coined terms, which helps students to build a strong vocabulary for good reading flow and comfort; and travel tracer responsible for creating visualizations such as drawings, diagrams, and descriptive pictures of the reading situation. Therefore, despite the assigned individual roles, which must change in different reading assignments, all members of the group must read the whole material to help them gather information and reflect on how the material connects to their real lives. This is mentioned in the first scenario to ensure that the interaction with the material has been meaningful and effective. On the other hand, it is worth mentioning that all these activities start with students' independent reading outside the classroom and end in classroom presentation and discussion, and self-assessment.

Regarding the lecturer's activities in applying the literature circles, being a student-centred strategy that nurtures independent reading and collaborative learning, as stated by Navitasari et al. (2021, p. 66), the most pertinent activities are setting tasks, providing or indicating material sources, guiding students in book selection, managing the reading activities, and monitoring the students' progress. In short, fulfilling these activities representing the lecturer's roles creates conditions for a motivating and engaging reading atmosphere for students.

2.8.3. Readers' Theatre

In searching for effective methods to aid students' reading autonomy, readers' theatre has been identified as an efficient strategy in reading literacy instruction. It promotes improvement of students' automatic word recognition

skills, reading fluency and comprehension (Kulo et al., 2021, p. 256). The intrinsic bond between the capacity to read effortlessly and comprehend texts with ease has been advocated by many reading researchers; thus, readers' theatre strategy emerges as a route to increase students' engagement in independent reading and public sharing of reading experiences with their peers (Young et al., 2020, p. 351).

Reader's theatre entails independent reading and oral representation of the text characters and narrator in a play through reading aloud a summarised script of the original material content (Quezada, 2021, p. 579; Mastrothanasis et al., 2023, p. 1). It is an active, interactive, and innovative strategy that focuses on engaging students in reading tasks with high motivation in a relaxed atmosphere (Kulo et al., 2021, p. 256). For Freeman & Welsh (2024, p. 2), readers' theatre is "the shared space between traditional literacy strategies and socio-emotional focused drama interventions". Going back over the preceding definitions on reader's theatre, three basic elements remain persistent: reading, engagement, and performance. These elements denote students' full involvement in the strategy, which demands close reading of extracts of the represented characters, which implies repeated reading and continuous rehearsal for a good performance on the stage with the audience of their peers. The strategy aims at making the written language more vivid in the reader's mind, bringing written portions into real-life demonstrations in the classroom, and leading the audience to visualise and reflect on the characters' attitudes from paralinguistic features used by the performer (Mastrothanasis et al., 2023, p. 2). Reader's theatre is a straightforward strategy to use in the classroom since it does not require specific costumes for stage performance, and memorisation of the original text. Instead, paraphrased scripts reflecting the student's interpretation, and minimum props are used to smooth the representation.

The evidence from researchers in different settings indicates that readers' theatre offers a wide range of advantages in literacy development since it improves silent and oral reading fluency, develops reading comprehension for struggling readers, raises students' reading motivation and confidence, fosters independent reading and learning autonomy, and turns the classroom into a friendly collaborative learning environment which is favourable for students' share of

experiences arising from reading assignments (Young et al., 2017, p. 351; Young & Ransiski, 2018, p. 476; and Paige et al., 2021, p. 342).

All in all, readers' theatre is a stimulating and functional classroom-based piece of art in reading instruction. It creates conditions for making reading experiences more active, significant and enjoyable for students. In today's globalised world, where digital interferences are abundant, assisting students with this strategy can awaken a liking for reading and boost their motivation as they embark on more successful reading adventures. However, it demands necessary preparation and skilfulness to attain results leaning towards reading autonomy.

2.8.3.1. Implementation Procedures of Readers' Theatre

Experiments on readers' theatre strategy in different classroom settings, levels, and learning contexts around the world have reported rewarding results on the reading skills. Researchers like Young et al., (2020) experimented on improving male students' reading comprehension through readers' theatre; the results obtained revealed enhancement in reading comprehension of the involved students, and according to their conclusion, the strategy was effective since most males excelled in activities involving a physical component, such as performing in public gatherings. However, I think this conclusion needs deep consideration, as in many conversational situations, females have demonstrated power in language use. On the other hand, Freeman and Welsh (2024) studied the effect of reader's theatre on African immigrants and refugee students as a device for inclusive education in the United States. The feedback from this experiment showed that the strategy has had a great impact on the socio-emotional integration of the immigrants through experience sharing, which raised considerations on how immigrant and refugee students' culture could be part of the curriculum for intercultural awareness. These experiments, which are instances of many others, indicate that intervention on students' reading problems via readers' theatre is successful if the lecturers are committed to meaningfully engage students in appropriate tasks leading to reading autonomy.

The classroom implementation of readers' theatre encompasses effort from both the lecturer and the students. Like the literature circles strategy, readers'

theatre implies setting reading tasks to established groups of students, with character roles assigned to each member, and the lecturer's modelling of scripts read-aloud to help students deal with language aspects, such as pronunciation and word meaning (Young et al., 2017, p. 352). Owing to students' unfamiliarity with the strategy, at the beginning, the lecturer's scaffolding in preparation is crucial, but as students get more involved in the activity, they must take charge of the entire responsibility with minimal support if necessary. At the university level, considering time constraints because of students' workload, the activity should be performed once a week to allow students' preparation. So, the scripts must be delivered as early as possible for individual reading, group discussion, rehearsal, and peer coaching.

Regarding the actual performance, depending on the students' agreement and the script content nature, it can be done either standing up or sitting in a semicircle or line, to allow eye contact with the audience and full body expression (Mastrothanasis et al., 2023, p. 2). Since the primary aim of representation is to make the scripted story and characters authentic-like in the classroom, the performers' attitudes related to voice, intonation, gestures, and other paralanguages must be natural and adequate to convey the intended meaning. So, while on stage, facing the audience, it helps to infer different moods and attitudes of the represented characters. After the activity, a moment for reflection on the script content and performance self-assessment should be reserved to praise strengths and analyse weaknesses to improve in the following tasks.

2.8.4. Book Clubs

In a digitally globalised world where most people have limitations to interact with books, digital or physical, establishing literacy education that combines necessity and enjoyment can be a rewarding initiative for reading passion. Reading represents the cornerstone of global education, capable of assisting citizens to engage in social encounters with people from diverse cultural backgrounds (Stepanenko et al., 2023, p. 648). So, educational institutions have the responsibility to enlighten students in reading literacy through specific and encouraging strategies for unconditional involvement and development of a good reading attitude. In the present study, Book Clubs have been an effective strategy to serve such an end due

to their potential in building a friendly reading environment. Book Clubs are a reading instruction strategy that consists of setting students' reading groups in which individual members share and discuss reading experiences from self-selected books (Cermeno, 2021, p. 14). It is a creative, social and collaborative approach to interact with content in any field of study to promote learning and good reading habits (Randall & Marangell, 2020, p. 1; Rifai et al., 2023, p. 85). In video-mediated interaction, Ro (2023, p. 2) sees book clubs as valuable collaborative encounters to develop language competence in EFL contexts through reading and sharing the resulting experiences. The concept and definitions presented here imply that book clubs can be expanded beyond the classroom setting as a social group of book lovers having their own reading preferences and freedom to exchange ideas with peers in a relaxed atmosphere. In book clubs, students may share a single book selected by the group or different books chosen individually. In contrast to literature circles, in this strategy, roles are not assigned. Each member reads the material autonomously, provides personal responses to the content by recording them in a reading log and shares the insights in the group.

Grounded on the socio-constructivist theory of learning by Vygotsky (1978), Book Clubs focus on social interaction and collaboration in reading, engaging students in independent reading, sharing the reading insights, and discussing content in restricted groups of four or five students, also extendable to the entire class (Matthei, 2020, p. 16).

Regarding the nature of Book Clubs, Chaaban and Sawalhi point out four characteristics as in the following quote:

(1) give participants the freedom to join or leave, (2) welcome diversity in age, gender, culture, and education among participants, (3) promote egalitarian and democratic dialogue among participants, and (4) allow for meetings to take place at different locations, depending on participants' preferences. (2018, p. 269)

Reviewing the characteristics in the quote, I would add a fifth one related to "allowing participants to share any freely chosen material", since it is within the boundaries of the group's ethics. Regarding characteristics 1 and 4, I think they refer to book clubs held as mere social encounters with no instructional purpose. For

lecturer-directed sessions, once students' reading problems are identified, the demand for students' participation in the classroom is necessary to monitor their progress. And this analysis is supported by Ro (2023, p. 2), claiming that "In L2 book clubs specifically, participants gather for pedagogical purposes".

In brief, book clubs are an essential component in educating EFL teachers, considering numerous advantages of the strategy, out of which I mention autonomous reading ability, collaborative skills, language proficiency, and learning autonomy.

2.8.4.1. Implementation Procedures of Book Clubs

Teaching reading through Book Clubs to struggling readers, especially in EFL contexts, demands the creation of conditions beforehand that make a huge difference in the students' performance. Narratives from previous classroom experiments inform that such conditions cover the organization of groups - the clubs, which can be named, if necessary, to facilitate identification, the reading and support materials, time allocation and management, focus and flexibility, as well as emotional readiness for an effective activity (Chaaban & Sawalhi, 2018; Isozaki, 2022; Mathei, 2020; and Swatitis, 2020). So, the starting point is the division of the class into different groups of four to five students, guaranteeing the groups are not too large to encourage full involvement of all members, the task is set, and reading materials are available or sources are indicated a week before the presentation. During the preparation week, students engage in independent reading of selected materials and write their responses in a reading log and report the activity in a journal, mentioning what they did, the amount of time invested in each reading activity, the problems faced and how they managed to overcome them. Therefore, while involved in individual reading, students can set meetings with the group for peer coaching and support, by sharing possible difficulties they come across to collect valuable suggestions as they prepare for the presentation (Chaaban & Sawalhi, 2018, p. 269).

In the reading lesson, students sit in clubs, share their reading insights, question each other, discuss interesting issues raised, while getting ready for the class presentation or "community sharing" (Mathei, 2020, p. 19). After the

presentation, the group will need to write a journal (general report) from the summaries of individual reading logs and journals.

Regarding the lecturer's activity in the session, they need to make certain it runs smoothly by playing different roles such as organiser, facilitator, guide, monitor, advisor, and instructor when necessary. Consequently, time management is an important issue to address, ensuring that the group sharing and discussion, and class presentation are significantly covered, and there is always time allocated for general considerations, advice, and assignment setting for the following week. Additionally, for activity records and students' reading improvement monitoring, tools such as individual reading logs and journals of materials read are essential at the end of the assignment. These tools are documents that report the reading undertaken during the week or another time allocated. Finally, in fostering reading autonomy, the lecturer does not need to be much concerned with assessing students in each session to allow comfort, freedom, and power over their reading experiences. As an alternative, individual self-assessment sheets can be run after 4 sessions, comprising a month of activities. Nevertheless, the reflections mentioned in each reading journal should include a section of self-assessment on the completed assignment.

2.8.5. Using Digital Reading Platforms

Advances in technology in the 21st-century education have provided ample learning opportunities for focused seekers of knowledge. In EFL reading instruction contexts, generally with the scarcity of physical reading materials and in-person meetings with reading experts, digital reading platforms have revolutionised the encounters and interaction with many reading resources in an interesting and captivating way (Haswani et al., 2023, p. 415). Digital reading platforms are technological approaches to support computer-mediated reading, reading insights sharing, and learning (Ounissi et al., 2023, p. 2). Restricting them to the level of text, Haddad and Charles (2024, p. 369) see them as tools covering digital files with texts, audio, and visual aids accessed through electronic devices such as computers, smartphones, tablets, etc. However, the access to general information through these devices, especially smartphones, can have negative effects on many students'

reading development, owing to the Internet distractions such as social media. Exceptionally, for focused reading students, it can be significantly beneficial to them since it opens a wide range of reading resources. Consequently, considering these views, Chang et al. (2023, p. 2) remind us of the positive effects of digital academic reading during COVID-19 by mentioning the advantages it offered to lecturers, academics, and students in different educational institutions across the world. Thus, they define digital reading as a contemporary and innovative academic-directed reading paradigm that focuses on virtual assistance in reading demands.

Different reports on the advantages of using digital reading platforms for extensive reading and autonomous reading development have revealed the magnitude of their effects on reading communities, mainly due to the availability and access to numerous and diverse reading materials. Two studies conducted by Astri et al. (2024) and Misdi et al. (2023) can serve as evidence for those reports. The first study, carried out by Indonesian higher education lecturers, was based on integrating digital learning in English reading classes from which they realized that taking into account the high level of dynamism, interaction, and engagement encouraged by the digital teaching approach, lecturers' "willingness, flexibility, and adaptability", including the mastery of ICT skills, are the foundations for making students autonomous readers and learners at university level (Astri et al., 2024, p. 14). On the other hand, the second study on the impact of mobile-assisted extensive reading for students' reading skills empowerment in higher education has revealed that three main factors are at the basis of students' reading tasks engagement and success: the students' autonomy, self-regulated learning, and specific materials (Misdi et al., 2023, p. 1689). When reading tasks are purposefully and specifically designed for independent study, students understand their focus and relevance for their reading needs. Regarding self-regulation of learning, students are more likely to feel in control over the learning process as it boosts their confidence and motivation to engage in deeper reflections about how learning takes place, how to manage the knowledge they gain, and think about how it impacts their lives. And finally, these factors can only be managed under the lecturer's guidance, who, besides adopting the teaching methods and styles, must ensure that the students' materials are appropriate for the instruction goals.

All considered, despite distractions available on the Internet, digital reading platforms are highly recommended for developing reading autonomy, since students are motivated, engaged, and focused on reading improvement. However, establishing a balance between the traditional reading resources (physical materials) and the digital ones can make a huge difference in the students' autonomous reading and learning environment.

2.8.5.1. Implementation Procedures of Using Digital Reading Platforms

The global interaction openness stemming from digital tools has modernised several spheres of human life, including education. Being aware of the privileged position of reading literacy in education, more investments involving technology in its instruction must be made to match the students' lifestyle in the digital era with suitable teaching devices. These are likely to keep them highly motivated and interested while maximising effective learning gains from autonomous reading experiences.

The use of technology in education creates a paradoxical feeling of challenge, threat and opportunity, among many lecturers and institutional settings resistant to change. It constitutes a threat to most lecturers and institutions with fossilised teaching styles grounded in traditional methods, and lacking the ICT component. On the other hand, it opens opportunities for those who understand that embracing innovation and creativity in teaching can offer many benefits to students, lecturers, and institutions. An example of digital platforms' benefits comes from the Malaysian students who gradually developed their e-learning skills during COVID-19, and continued even after this period, to the point they became autonomous readers (Ounissi et al., 2023, p. 2).

In the context of teaching reading literacy centred on student autonomy, the use of digital platforms can reduce expenses on buying physical materials, minimise unnecessary time consumption, and make reading practice more interesting and enjoyable for both lecturers and students. To meet these benefits, technical and organisational conditions must be created in the sense of qualifying the teaching board with ICT skills, and the accessibility to digital devices (Chang et al., 2023, p. 6). Hence, once conditions are created, the lecturer can set the reading assignment,

through an academic platform like Google Classroom, indicate appropriate digital sources of reading materials such as graded readers, e-readers, useful articles, free e-books, etc., considering the academic and language proficiency levels of the students, the suitability of the material, and the purpose of the reading assignment. Meetings with students for guidance, peer collaboration and coaching, among themselves, may take place via Google Meet, Google Classroom, and Zoom. WhatsApp and Facebook may equally be used in a controlled way, owing to their widespread exposure. It is also necessary to ensure that the students have access to digital devices and the Internet. In case some of the students lack this access, the lecturer must devise facilitating strategies, such as peer support by sharing materials. Once the students select their materials, it is always good to share their titles with the lecturer for registration. the lecturer allocates time for independent reading and sets a schedule for weekly virtual or even in-person class or community presentations, depending on circumstances and class agreement. So, flexibility can be a contributing factor to success.

2.8.6. Reading Response Journals

Higher education settings characterised by the involvement and engagement of students in unceasing reading assignments, the demand for high levels of comprehension, reflection, and interpretation, journaling can be a useful tool to activate their critical thinking skills upon the reading materials. A Reading Response Journal (RRJ) or “dialectic journal” or “reflective reading journal” as Winer & Wadell (2022) refer to it, is a reading instrument consisting of a written record where readers present ideas or reactions arising from their interaction with the reading material (Baresh, 2022, p. 29). On the other hand, Guajardo (2023, p. 5) defines it as “an approach for engaged learning that allows students to find one’s voice, reexamine one’s identity, and create a deeper understanding of self, identity and agency”. Both students’ reading comprehension and reactions can be stimulated by writing summaries, raising questions, making analyses based on personal judgments, and providing personal reflections on the material. Depending on the nature of the reading material, the structure of a reading journal may take different shapes. Aliponga (2013, p. 73), for example, presents six (6) parts of an RRJ which

encompass the title of the material, content prediction, intriguing sentence or passage, reflective questions, opinion presentation, and summary section. Correspondingly, Cecília and Ojeda (2005, p. 151) display a four-stage structure, namely the contextual stage, pre-textual stage, textual stage, and the post-textual stage. The first stage is a warm-up moment in which the students familiarise themselves with the reading material. The second stage covers brainstorming activities for background knowledge activation, in the third students interact with the writer's ideas and intentions, and finally, the last stage covers confirmation of the expectations the student had before reading and their attitude towards the material after reading it.

Looking at the above structures of a reading journal, I conclude that both share similar contents and purpose, though presented in different formats. However, in this work, I propose a paraphrased structure consisting of five basic elements: material identification, summary, personal reflection, critical analysis, and application. Thus, the material identification element presents the nature of the material type (book, article, website etc.), the title, author, date and place of publication, and the publisher to inform the reader; the summary consists in mentioning the main ideas of the material; personal reflection encompasses the reader's attitude towards the content of the material, that is, evaluating how it relates to prior knowledge and how it fits into their experience; critical analysis leads to analysing and raising questions on the author's ideas, and explore alternative answers for gaps left in the text; and the application component leads the reader to explore and mention the applicability of the material in the real world, such as in academic, professional, and social environments. Despite the different structures an RRJ may take, an important common feature is to obey the three (3) reading stages: Prereading, while-reading, and post-reading.

Regarding the purpose of journaling (Robb & Voorhees, 2023, p. 58) supported by Berezan et al. (2023, p. 6) stress that it ensures leading students to explore and reflect on the content through a meaningful interaction based on integrating their knowledge background on the topic, personal experience, and academic contextualization, for an effective comprehension and information synthesis. Engaging students in journaling activates their reading power, which

results in a deeper understanding of the materials. Besides the preceding gain of journaling in reading, which establishes a great link with reflective writing, Robb and Voorhees (2023, p. 58) highlight emotional and cognitive benefits related to it, such as comprehension improvement, critical thinking skills development, nurturing a self-directed reading habit, developing reflective writing skills, and feeding personal emotional growth. Overall, these benefits not only contribute to effective reading and language aspects but also have the potential to extend to the readers' social and economic lives.

2.8.6.1. Implementation Procedures of Reading Response Journals

The implementation of RRJ in EFL reading classrooms, especially for ELT students, presumes a challenging but rewarding endeavour that leads them to reading autonomy. Several reports of experiments from different educational contexts have revealed that the use of reflective journals plays a significant role in developing students' cognitive abilities, emotional intelligence, and problem-solving capacity. For instance, Robb and Voorhees (2023) conducted a study on the impact of journaling to develop mindset growth at an urban community college, a case study involving 4 students in New York. From the study, the researchers concluded that journaling enhanced the students' metacognitive skills. The students perceived how their thinking was not aligned with their behaviour. On the other hand, Guajardo (2023) analysed the influence of journaling in a Women, Culture, and Leadership course at Soka University in Japan, in which she realised that the art of journaling encouraged "personal expression, self-awareness, and agency" in the leadership arena. And Aliponga (2013), in exploring the effects of reading journaling on students' preparation for the TOEFL test, found that the students increased reading motivation, added new words and terms to their vocabulary background and gained confidence to deal with complex texts.

Considering that the current research context is like those presented above, the use of reading journals with ELT students at ISCED-Benguela can influence their attitude towards reading and empowerment for reading autonomy. Subsequently, from the pedagogical viewpoint of implementing RRJ in EFL classrooms, five phases are established:

1. Familiarising students with the concept of RRJ;
2. Establishing the structure;
3. Providing effective guidance and prompts;
4. Determining the submission time and format; and
5. Grading and feedback provision.

Regarding the reading journal writing process, Baresh (2022, p. 31) mentioned four (4) stages: presence in experience, description of experience, analysis of experience, and experimentation. The first step aims at involving students to reflect on their reading by inviting them to talk about their background knowledge on a reading topic, their expectations, what they have learnt, the main difficulties faced while interacting with the material, and how the content learnt fits into their context. The second consists of writing down and presenting the information mentioned in the preceding step. The third step entails analysing critically what was written in the second step, presenting personal reflections and contextual analysis about its applicability in the real world. These reflections and analyses can be the result of feedback from the lecturer and peers. The last step is an invitation for students to mention the application of the concepts and experiences learnt, from reading and reflecting, in solving their real-life problems. And this step reminds us of the goal of education, which is to provide solutions to social problems.

Writing RRJ can be done individually or in groups. However, as it involves subjectivity, the results should always be shared with peers and the lecturer for immediate feedback to allow for ongoing reflection and possible readjustments.

2.8.7. Choice-Based Assignments

Reading assignments to foster students' autonomy in reading and learning represent a core part of the process. Devising these assignments according to students' needs and interests can elevate their self-esteem from the feeling of overseeing the learning process, which boosts their motivation to engage more in reading tasks.

Choice-based assignments in reading are defined as a learner-centred strategy in which students are granted freedom to choose their reading materials and devise suitable ways to approach the accomplishment of the assigned tasks (Spinney & Kerr, 2023, p. 47). The concept of the strategy embeds the idea of students having their own voice in managing to complete the reading assignments, which boosts self-confidence, motivation, and achievement in reading.

Based on the assumption by Laugen (2021, p. 17) conceding that the use of effective instructional reading approaches involving “choice, collaboration, and relevance” in reading assignments encourages students’ reading motivation and engagement; choice-based reading assignments have deserved special attention by scholars such as Opdecam and Everaert (2019) and DeLoach (2023), by advocating them as a contributing strategy to develop reading autonomy among students in higher education, for ample opportunities they provide in maximizing students’ involvement in reading activities, critical reflections, and discussions that mirror their post-academia professional and social life. Some of the benefits these assignments offer to students include the freedom in choosing materials of their interest, an empowered feeling of accountability in reading development, meaningful engagement in reading tasks, and the development of critical thinking skills. Allowing students to choose reading materials of their interest gives them a sensation of power over their learning and an opportunity to demonstrate the kind of materials they identify with (Spinney & Kerr, 2023, p. 47). For example, if an ELT student chooses technology texts for their assignment, this demonstrates the student’s passion in that field, and once given the freedom to read freely, their interaction with the material can be more pleasurable than if the lecturer imposed a different text. Since the goal of any educational system is to prepare individuals who will actively contribute with their knowledge and skills in the development of the society they live in, according to Spinney and Kerr (2023, p. 47), accountability in reading represents students’ learning democracy embedded in responsibility over the learning process while interacting with materials. It provides students with the feeling of leading their learning. Here, the lecturer appears as a referee to supervise their reading progress. Therefore, when students are motivated because the freely chosen materials are interesting and they feel in charge of guiding the reading on their own, their reading engagement becomes more significant by

increasing their involvement with the materials and the related activities. Finally, the combination of these experiences in the reading process ignites curiosity that leads students to often reflect critically on their reading procedures, the worth of the contents covered, the learning results, and their effects in practical life. Furthermore, agreeing with the preceding statement, Laugen (2021, p. 17) asserts that the ability to think critically in collaborative assignments is a good indication of students' success in future professional and social life. That is, the critical reflections students display over the materials they read to undertake group-assigned tasks serve as rehearsal for real-world problem-solving situations they will encounter as they leave the university.

In conclusion, bearing in mind the three main aspects, previously mentioned, to consider in choice-based assignments: choice, collaboration, and relevance, even though these nurture democracy in dealing with reading tasks to enhance students' motivation and engagement, the lecturer's roles as a facilitator, guider, and supervisor are critical to ensure that students' materials are adequate and relevant, and collaboration among them is effective.

2.8.7.1. Implementation Procedures of Choice-Based Assignments

Reading tasks in higher education are sometimes regarded as boring, especially when the situation involves students who are unaware of the worth of reading autonomy or disengaged readers. Attempting to overcome such difficulties and enhance students' motivation and engagement, many researchers recommend the use of choice-based assignments. For instance, Nilfofoshan et al. (2024), whose experiment centred on exploring students' perceptions of the role of text type while using metacognitive reading strategies, with Iranian Bachelor students of the TEFL programme in Islamic Azad and Farhangyan Universities, from which they concluded that the kind of reading material has an impact on the students' performance. Additionally, Rahma et al. (2023) in identifying students' reading preferences at Universitas Teuku Umar concluded that "individual interests, academic requirement, and technological advancements" (Rahma et al., 2023, p. 265) were the reasons for students' reading choices. Furthermore, Laugen (2021), in using Choice Literacy Centres, an extra reading programme to improve students'

engagement in literacy skills, with grade 7 students in an English Language Arts classroom, the researcher found that students' materials choice and accountability in reading encourage interest and engagement in reading assignments (Laugen, 2021, p. 64).

The implementation of choice-based reading assignments can be a transformative strategy for students' beliefs and attitudes towards reading. It grants them freedom to select reading materials that interest them, take charge of the reading responsibility, and decide on approaches to complete the assignments. However, the lecturer must supervise the choices students make and the format of collaboration they adopt, to ensure that everyone is actively participating.

Reflecting on the studies above, I raise a concern about how the choice-based assignments can be run with the Angolan ELT students at ISCED-Benguela. The problems reported in previous studies are comparable to those faced by the ELT students in our context. Thus, while using the autonomy reading strategies proposed in this work, lecturers should allow students to select the reading materials that catch their attention, give them the power to plan how they will do the readings and accomplish the assignments. Nevertheless, all actions performed by the students stem from the macro-orientation, the assignment question delivered by the lecturer. Here, support and guidance in coping with the assigned tasks are of paramount relevance. For instance, if the reading strategy to work on is Literature Circles or Book Club, the lecturer will, first of all, need to explain the nature of the strategy, create reading conditions for students by providing them with reading tools, namely the templates such as logs and journals, set timing for the assignment accomplishment e.g. a week, a fortnight, a month, depending on the complexity of the assignment, suggest a list of books or sites for book download and allow them to choose from their sources, supervise and provide support where they find difficulties, and encourage active participation in three phases: pre-reading, entails activities such as searching materials and planning for reading; while-reading, which covers the close reading, sharing, discussion, connection of the material to the real world through critical thinking, and filling in the reading logs and journals; and finally, post-reading, which may comprise presentation and discussion, reading tools submission, and self-assessment. For an effective result of the reading

assignments, the instructions must be delivered to students and hold continuous interaction with students while working on the assignments.

2.8.8. Peer Feedback and Collaboration

Coping with complex texts at the university level can be a challenge for struggling readers. It demands a set of high comprehension strategies, continuous reading practice, and learning assessment. A strategy capable of encouraging students to engage in reading tasks that involve both assessment and support for one another can be useful in solving the concern mentioned above.

Having gone through the literature, I have found that peer feedback and collaboration respond to reading concerns since collaborative reading has been tested as effective to engage students in reading assignments for effective comprehension (Jin et al., 2022, p. 2). It is a merged reading strategy based on a learner-centred approach that seeks to empower individual and collective students by giving them a chance to guide their learning through evaluating their work and providing feedback and support (Jacobs & Renandya, 2017, p. 256). In the present day, feedback literacy has gained significant attention from many researchers in EFL contexts (Cui & Schunn, 2024, p. 1). It focuses on understanding the various perspectives, processes and benefits of engaging students in providing and receiving feedback on their academic assignments (Zhang et al., 2024, p. 1). Peer feedback denotes an activity in which students are requested to review and provide comments on their peers' work based on established criteria and background knowledge (Stančić et al., 2024, p. 2). Reinforcing the preceding definition, Cui and Schunn (2024, p. 1168) highlight that in peer feedback, students are seen "as sources of information and interactive partners for one another" as they provide information, make critical reviews on each other's works, and provide oral or written remarks on specific points for reassurance, reflection, or improvement. In addition, Vayrynen et al. (2023, p. 291) emphasise that providing and receiving feedback from peers, in collaborative environments, leads students to enhance their reflective thinking skills, sense of responsibility for learning, and encourages active learning. Bearing in mind the great link between reading and writing, both skills share features of relatedness and complementarity according to Cui & Schunn

(2024, p. 1171), considering the impact of peer feedback combined with collaboration, which is a sine qua non condition for students' interaction in self-governing learning since it constitutes the backbone to "engage students to work in small cooperative groups of three to five members" as asserted by Yon et al. (2004, p. 1294). The quality of provided or received peer feedback is steered by three (3) main aspects: meaning and surface, near and far transfer, and training and experience (Cui & Schunn, 2024, p. 1). On the first aspect, meaning refers to the feedback based on the material contents, which includes remarks on the ideas, arguments and claims presented in the work; and the surface feedback comprises comments on language aspects such as grammar and spelling (Cui & Schunn, 2024, p. 3). The second aspect considers the near transfer, which implies providing feedback on familiar or related fields of study, as it facilitates learning deepening and far transfer between dissimilar and unfamiliar contents, which tends to hinder understanding and learning (Cui & Schunn, 2024, pp. 2, 4). One clear example of near transfer is the relationship between reading and writing. And the third one stresses the necessity of training and experience in providing and receiving peer feedback, which can be done through meaningful practice (Cui & Schunn, 2024, p. 4). That is, the more students get engaged in collaborative activities that involve peer feedback provision and reception, the more skilled at it they become.

The examination of the above aspects leads us to think that students with vast experience in evaluating peers' works and getting their own evaluated are more likely to provide or accommodate feedback effectively due to their background experience in the process. However, to maintain interactive and helpful feedback, setting up collaborative activities for students plays a significant role in boosting their motivation and interest in the reading tasks. All in all, effective peer feedback demands critical thinking on both the meaning and surface level, familiarity with the assessed content, background experience, and collaboration among students.

2.8.8.1. Implementation Procedures of Peer Feedback and Collaboration

Learning environments in which collaboration among students is encouraged, through appropriate activities, can produce good-quality peer feedback provision and reception in favour of students' meaningful learning.

Collaborative Strategic Reading (CSR) can entail activities such as group discussion, project work, literature circle, and group presentations. These activities not only deepen comprehension in the content area but also foster students' ability to communicate in both academic and social contexts, as supported by Govorova et al. (2023, p. 41). A great deal of literature on peer feedback and collaboration, from the conducted research, has reported how this strategy impacts students' performance in reading classes. While exploring peer effects on students in collaborative academic reading texts in a course of English for Academic Purposes at a comprehensive university in China, Jin et al. (2022) realised that most students were positively influenced by their peers from different perspectives, such as behavioural, cognitive and social through collaborative reading tasks. A similar study was also conducted by Riswanto (2023), who explored the impact of collaborative strategic reading (CSR) among secondary school students in Indonesia by using a pre-test and a post-test. After the experiment, he identified that there was an increase in the score of the post-test, which meant the students' reading comprehension improved in comparison with the first stage before the experiment. Another experiment was conducted by Bermillo and Merto (2022) in studying the effect of CSR on students' comprehension and motivation of two distinct reading groups, from which they concluded that the CSR group's comprehension improved by the end of the experiment, which was not evidenced by the non-CSR group. Regardless of whether these experiments have been conducted in different settings, the problems students show, and the language learning context are close to these research circumstances. Adopting the CSR strategy and its four comprehension strategies "preview, click and clunk, get the gist, and wrap up" (Bermillo & Merto (2022, p. 74; and Silvia et al. 2023, p. 33) while reading, can help the Angolan ELT students track their reading steps to maximize reading comprehension and reflective interaction in groups for effective peer feedback. Thus, I will elaborate on instances of implementation of peer feedback and collaboration in the classroom. After a reading activity, reading circle, for example, the lecturer may request students to summarise what they have read and share it with the group by reporting grasped ideas, conclusions, personal reflections, and applicability in personal life. Depending on how the activity is organised, whether students are reading the same book or different ones, the sharing format can be either written or oral. However,

considering that English is a foreign language in this context, the written format might generate more productive peer feedback as it allows the assessment to be carried out at the meaning and surface level, that is, looking at the content of the material and language simultaneously. Furthermore, based on my personal experience as a lecturer, very often, the written feedback is followed by oral remarks, which may require a peer's clarification on possible ambiguous points presented in the summary.

2.8.9. Reading Challenges and Incentives

Encouraging autonomous reading, especially in EFL educational contexts, involves several challenging factors. Some of these factors cover varied students' background knowledge, individual learning differences, lack of time for reading, low interest and motivation, lack of reading resources, including efficient libraries (Ragman & Mohamad, 2023, p. 2595; and Bergman, 2024, p. 414). However, reflecting on the correlation between reading and academic success, and "socio-economic status", educational institutions and teachers need to support students confronted with these factors, through applying adequate strategies, to raise their motivation for reading and awareness about its significance in academic and social life (Cremin, 2023, p. 33; and Shaker et al., 2023, p. 2).

Reading literacy challenges and incentives should be viewed as motivating factors for students' reading autonomy development in different EFL learning contexts and levels of education, including higher education, where academic texts are the core part of course learning materials (Bergman, 2024, p. 420). Incentives are ways of persuading students, more particularly those with low reading performance, due to difficulties they might face, to boost their motivation and help them build a clear and positive attitude towards reading benefits (Ahmed et al, 2023, p. 95). Furthermore, bearing in mind that the lack of reading resources is one of the issues students face in improving academic literacy skills, Bala (2020, p. 3) views reading challenges and incentives as suitable strategies to encourage students' independent reading through digital libraries, where gamified rewards, certificates, and badges are provided as a symbol of recognition of their reading performance. These strategies urge students to read several materials that can enable them to

expand their academic and social life horizons and set up a reading culture for lifelong autonomous learning (Cremin & Scholes, 2024, p. 539).

Despite the reading difficulties, some students may be able to read, but they do not merely do it for lacking habit, inspiration, challenges and rewards in the learning environment (Cremin, 2023, p. 32). Being so, it is the lecturer's responsibility to make reading practice an interesting and enjoyable intellectual endeavour by implementing rewarding reading assignments, games or competitions. Supporting this interpretation, Cremin (2023, p. 32) acknowledges that "to motivate disengaged readers, teachers need very considerable knowledge and understanding. Knowledge of research into reader motivation, knowledge of diverse texts that might tempt the young, and knowledge of each unique young reader." That means, apart from the lecturer's pedagogical knowledge, they should be model readers to inspire the students, and act as researchers in their classrooms to understand various reading phenomena related to students' behaviour, materials, methods and strategies, and the learning environment itself.

The issue of motivation, both intrinsic and extrinsic, and autonomous reading denotes a paradoxical interpretation. According to Bala (2020, p. 6), "intrinsic motivation exists in the students and the learning activity itself is gratifying and provides satisfaction because it is interesting, fulfilling, exciting or inspiring and so on". This assertion implies that students who are intrinsically motivated can read widely because of its advantages and have good reading experiences and see reading assignments and their outcomes as learning incentives and rewards. For example, a student who perceives their cognitive changes and intellectual growth from reading they are likely to view reading tasks as the source of motivation. On the contrary, disengaged students tend to see these tasks as challenging, so they need encouragement through extrinsic motivation to fulfil the activities, by proposing them rewards such as material or immaterial. Such an attitude is explained by Bala (2020, p. 6) who asserts, "when the learning activity is not seen as a reward itself, external learning incentives can be applied. In extrinsic motivation, students are involved in the target learning as a response to the potential reward or the threat of punishment". For instance, if the lecturer asks students to read twelve books in a term as a requirement to succeed in a course,

naturally, the disengaged students will manage to fulfil the reading tasks, fearing failure.

In a nutshell, regardless of the efforts reading literacy educators make in different EFL teaching and learning contexts to engage students in independent reading experiences, some in a more privileged and meaningful learning position than others, the goal is to make them competent and self-motivated readers.

2.8.9.1. Implementation Procedures of Reading Challenges and Incentives

Despite the critical importance of reading as a foundational skill, educators across the globe continue to face significant challenges in effectively teaching reading. Many students struggle with reading comprehension and a lack of interest and motivation in reading. These challenges are exacerbated by differing learning needs, varying literacy levels, and the increasing prevalence of digital distractions. (Wang et al., 2024, p. 3)

Leading students to challenge themselves in reading literacy development implies several factors that require lecturers' devise and application of strategies suitable for students by considering their attitude, level of interest, and motivation to reading.

The difficulties faced in reading instruction tend to be similar in many places across the world. The assertion in the quotation above is evidence echoing attempts to improve students' reading literacy skills. Perhaps not only students in EFL contexts experience these difficulties, but it is also likely to include other contexts where English is the second or even the first language, though probably not in the same proportion. Going through the research I realized that studies conducted in different places and levels of education demonstrate such a suspicion because Ahmed et al (2023) in studying the effectiveness of reward as a modifier on students behaviour at primary level, in Windsor International School Chak Shahzad, Islamabad (Pakistan), concluded that rewards in reading classrooms are crucial to encourage students and improve their performance in reading assignments (Ahmed, 2023, p. 103). Similarly, Bergman (2024), while doing a descriptive study of students' reading challenges in higher education, in a Swedish University, realised

that some of the major complaints of the students pointed to the lack of ability to read academically and time unavailability owing to their personal affairs. Consequently, the author claims a change in “approaches and teaching practices”; however, these changes imply participation of the institution in providing reading materials, an appropriate reading environment, and the teaching staff preparation (Bergman, 2024, p. 421). Furthermore, a study on the impact of students’ reading challenges, strategies, and habits on their academic success, carried out by Howard-Gosse et al (2024), in comparing two study groups: students with history of reading difficulties (HRD) and those with no history of reading difficulties (NRD) concluded that the first group make more effort in finding suitable reading strategies, and additional texts for clarification, and hence spend more time in reading assignments in comparison with the second group (Howard-Gosse et al., 2024, p. 103). This is an alert to lecturers that, in reading instruction, paying attention to the class as a whole by engaging students in reading tasks can make a huge difference in the improvement of their reading abilities. Being so, to attain such a goal, the adoption of a collaborative learning approach in reading classrooms is of vital recommendation to lecturers.

In my research context, bearing in mind the low level of interest in reading, which is influenced by some of the factors mentioned in section 2.8.9, also highlighted in the preceding quotation, more effort must be made to engage students in reading practices. Matyakhan et al. (2024, p. 233) acknowledge that offering reading challenges to students in a game-like fashion and providing rewards, such as marks, certificates, or other concrete rewards, heightens their motivation to read and promotes meaningful learning. Moreover, reinforcing the preceding assertion, Cremin (2023, p. 33) stresses that “reading in school is easily made into a competition. Reading thermometers, personal paper bookshelves, reading road tracks, and rockets to the moon publicly demonstrate the apparent ‘prowess’ of individual readers or a class’s progress in comparison with others”.

In recent years, according to Matyakhan et al. (2024, p. 212), gamification in reading literacy instruction has gained a place of recognition and is advocated as an effective strategy. Its definition covers the employment of game features such as competition and prizes in non-game contexts that involve students in meaningful

learning (Matyakhan et al, 2024, p. 218). In addition, Wang et al. (2024, p. 2) view gamification as “the integration of game design elements into non-game scenarios to enhance user engagement and motivation”. Looking at both definitions, gamification appears in reading to transform its instruction and learning into a stimulating and captivating experience for students. Therefore, the autonomous reading strategies proposed in this work, such as literature circles, book clubs, reading theatre, and peer feedback collaboration, are specific sources of opportunities to implement gamified reading assignments. These strategies are collaborative and can be turned into rewarding games based on the students’ reading performance and effective accomplishment of assigned tasks, which can be an effective incentive to engage students in active reading.

2.8.10. Teacher Conferencing

In reading literacy instruction, students generally need additional lecturers’ support while coping with independent reading. As reading is not a linear process, most students encounter difficulties in trying to fulfil their reading assignments, and one of the possibilities to handle the situation is by maintaining a reading conference with individual students and giving them specific guidance for reading development. Reading conferencing, or conferring, in its basic definition, is an activity involving the lecturer in supervising, evaluating, and supporting the students’ reading progress through a one-to-one or group dialogue on reading advances and possible drawbacks (Yates & Nosek, 2024, p. 2). Similarly, Terantino and Donovan (2021, p. 16) look at it as “one-on-one instruction during which the teacher engages the student through discussion, retelling, or reading aloud from a text”. Clarifying the definition, Russo (2020, p. 93) stressed that in reading conferencing, the lecturer explores the student’s reading strengths and weaknesses, and sets new challenges, according to their level, to encourage continuous reading skills improvement. On the other hand, having read several definitions on conferencing from different experts, Patricelli (2020, p. 17) concludes it as a process in which lecturers must meet and sit with students to check their progress through a friendly and supportive conversation on their reading gains, setbacks and challenges. It is worth mentioning that, in this situation, though the conversation sounds smooth and natural, the

language used by the lecturer must be pedagogical to encourage the student by providing models of comprehension strategies, conceptual thinking and reasoning. Examining the perspectives of the preceding definitions, it is evident that conferencing in developing reading autonomy plays a substantial role while scaffolding individual students' reading growth.

Considering the preceding views on reading conferencing, which focus on developing students' reading literacy skills, Patricelli (2020, p. 14) establishes three main aspects entailing the nature of the strategy: assessment, individualised instruction, and goal setting. Regarding the first aspect, according to Patricelli (2020, p. 14), conferring encompasses the lecturer's awareness about the individual student's reading abilities through running a conversational-like assessment by asking questions or giving them some reading tasks to check their performance. Consequently, bearing in mind that each student works at their own pace, Russo (2020, p. 94) stresses the need to differentiate the assistance by doing it on an individual basis. The second aspect enlightens that conferencing is a one-to-one activity that involves both the lecturer and the student in conversations on different issues related to reading skills improvement, including specific reading assignments accompanied with timely help to student, whenever necessary, because students will always differ in terms of the level interest, background knowledge, motivation, and readiness for reading assignments (Gaith & Awada, 2022, p. 3; and Patricelli, 2020, p. 15). The third aspect looks at the reading goals that are generally set up at the end of conferencing session. That is, thinking about the challenges, such as attaining objectives and solving tasks with a higher degree of complexity in comparison with the ones accomplished at earlier stages, which the student is expected to overcome at the next level (Patricelli, 2020, p. 16).

Taking into consideration the above concepts, maintaining reading conferences with students, at any level of education, is a strategy highly regarded as productive and recommended to lecturers in assisting their students with the necessary inputs they might lack, to encourage students' autonomous reading aptitudes.

2.8.10.1. Implementation Procedures of Teacher Conferencing

Using the reading conferencing strategy in language classrooms can have great effects on students' independent reading experiences. It strengthens the students' capacity to critically analyse the materials they choose for independent reading and make use of suitable reading strategies to promote autonomous learning (Carter, 2020, p. iv; Gaith & Awada, 2022, p. 3).

Some studies on reading conferencing reveal the impact of conferring with students as a fundamental activity in assessing the reading progress at different levels of education. For example, Carter (2020), in investigating the effects of reading conferencing to support grade 5 students' independent reading, concluded that it raised students' awareness about choosing texts to read and became more reflective by making connections between their real-life situations with the reading contents. Danter (2020), while researching reading conferences and their impact on independent reading with elementary students at Lower Mill Elementary School in New Jersey, realised that students became more selective when choosing books of their interest, there was increased motivation in interacting with texts that reflected their lives, and they became more critical towards the texts they read. Likewise, Terantino and Donovan (2021), in establishing the CELL (Conferring with English Language Learners) protocol, based on Sociocultural Theory by Vygotsky, conducted a study with Middle English Language Learners (ELL) in the United States, searching for the effects of conferring strategies on the students' comprehension skills. From the study, they concluded that conferring with students improves their conversational skills with lecturers and peers, which is a vital component for social interaction, also applicable in language classrooms, to discuss their individual reading experiences and develop critical thinking (Terantino & Donovan, 2021, p. 16).

Regarding the implementation of conferencing, I will elaborate on it under the support of two instructional frameworks: 1) Gibbs Reflective Circle, consisting of six (6) stages: feeling, evaluation, analysis, conclusion, action plan and description (Gaith & Awada, 2022, p. 5). CELL (Conferring with English Language Learners) Protocol also consists of six (6) stages: rapport building, gauging prior knowledge, reading and assessment of understanding, drawing attention to key concepts within

the text, application of key concepts, and closing (Terantino & Donovan, 2021, p. 18). The first framework, viewed from a more theoretical perspective, emphasises the use of reflective thinking skills in conferencing, from which students can benefit by learning through repeated critical reading experiences. The second framework presents its stages in a more instructional perspective, practical and specific for reading literacy development. Thus, I will describe the practicality of each stage in the latter framework.

Stage 1. Rapport building – it entails the emotional-scaffolding stage in which students are hosted in a relaxed learning atmosphere to freely express their ideas or concerns in the learning process and build skills for social interaction with peers when discussing the reading insights (Terantino & Donovan, 2021, p. 19). At this stage, the lecturer addresses questions and invites the student to talk about emotional issues, including motivation to establish a bond between them.

Stage 2. Gauging prior knowledge – This is an exploratory stage in which the lecturer invites the students to share what they already know about the subjects of discussion and integrate it with what they are currently learning (Terantino & Donovan, 2021, p. 19). Here, questions like What do you know about this subject? Have you had any experience with this issue? They are relevant to explore the students' potential and accommodate new learning.

Stage 3. Reading and assessment of understanding – at this stage, the actual reading and assessment are encouraged. According to Terantino & Donovan (2021, p. 19), here, the lecturer might want the student to demonstrate how they read and how much they have learnt from their reading experiences. For instance, the lecturer may ask the student to read a text, explain and relate it to a real-life situation. It implies exploring them at the knowledge level and the reading strategies they have employed to get a clear idea about the students' potentialities in terms of reading abilities.

Stage 4. Drawing attention to key concepts within the text, after the reading session, the lecturer might require the student to clarify different specific issues in the text, including language and the reading procedures, by presenting their arguments, and provide support where they need help (Terantino & Donovan, 2021, p. 20). Thus, considering the preceding accounts, asking for students' explanation

and understanding of content-specific issues is fundamental to ensure that critical thinking and conceptual reasoning are put into practice, being crucial components to developing reading autonomy.

Stage 5. Application of key concepts – The application stage encompasses consolidating the knowledge learnt from the reading materials and gathered experiences throughout the process by leading students to relate the learnt concepts to the real context situations (Terantino & Donovan, 2021, p. 21). The stage encourages students to deepen their understanding through additional research on covered reading subjects and connect it with their own experiences in the real world.

Stage 6. Closing – concerning this stage, the features of the first stage are reiterated here to solidify rapport between the lecturer and the student. It is a concluding stage in which the lecturer reviews the issues covered during the conference, presents compliments and remarks for improvements, where necessary, and invites the student to elaborate on the goals for the following level challenges (Terantino & Donovan, 2021, p. 21). The closing stage should leave a feeling of incentive and mutual gratitude between the lecturer and the student for interacting in the reading journey.

Having gone through the elaboration on the implementation of reading conferencing, in which the two frameworks- Gibbs Reflective Circle and the CELL Protocol underlay the arguments on the subject, I conclude that both frameworks contribute largely to students' independent reading assessment, support and feedback, and challenge scaffolding towards reading autonomy development.

The preceding chapter elaborated on the research topic theories from different scholars. It covered the existing literature on the topic and its contextualization in the present research. Eight sections comprised the structure of the chapter. These sections focused on the general concept of autonomy, the different theoretical frameworks supporting reading autonomy, the assumptions of reading autonomy, as well as its correlation with intensive and extensive reading approaches. Next, it established the link between reading autonomy and learning autonomy; presented the factors associated with reading autonomy; considered fundamental issues in developing reading literacy and autonomy at the university

level; finally, it proposed interactive reading strategies to encourage students' interaction with reading materials in varied circumstances. The following chapter is reserved for the presentation of the methods utilised in the research and the results collected from the field.

CHAPTER III: RESEARCH METHODOLOGY AND FINDINGS PRESENTATION

The previous chapter covered the underpinning theories on reading autonomy, including interactive reading strategies to help students develop their reading literacy and autonomy in learning. The current one is concerned with the methodology used in the primary research and the presentation of the results.

3.1. Research methodology design

This section presents an overview of the methods employed in the research. It provides the elements involved in the research layout, comprising a description of the study participants, a brief historical account of the study, the specific quantitative and qualitative methods, and the instruments to collect the data in the field.

3.1.1. Participants of the Study

The participants of the current study include both the Angolan ELT students and lecturers at ISCED-Benguela. The students under study are at the undergraduate level, specialising in ELT as a foreign language, to teach the English language. For this research, 116 students were surveyed; 72.4% of them, equivalent to 84 students, are male, and 27.6%, standing for 32 students, are female; their age range is between 18 and 38 years. Regarding the language abilities in English, they are Intermediate and Upper Intermediate students, equivalent to B1 and B2 (CEFR) levels. The students' language aptitude is determined through the entrance examination in the ELT speciality at ISCED-Benguela, since the test they sit is designed for students at those levels. Considering the ELT speciality curriculum, most of the subjects are taught in English. Thus, a greater part of the course materials they read are written in English, which makes the English language a fundamental instrument for communication with the lecturer and peers during the lessons.

Regarding the lecturers, five of them answered the questionnaire, which stands for 100%. According to the statistics obtained, all of them belong to the

Modern Languages Department, which incorporates the ELT speciality, and 100% of them have been teaching English for more than 10 years.

3.1.2. Overview of the Study

The research project was envisioned in January 2020, in a meeting arranged by the teaching staff of the PhD programme in Language Teaching: Multilingualism and Education for Global Citizenship, with the 2019 PhD students, in which every student had the opportunity to share their ideas for the research project. Initially, my research topic was only focused on ER strategies to help the Angolan ELT students at ISCED-Benguela develop good reading habits and improve their reading performance for better academic achievement. However, the jury's feedback on my research project, during the viva voce held on 2 December 2020, led me to critically reflect on the research focus that could answer the research problem, which is based on the students' reading reluctance and less productive academic performance that affects their academic achievement. Thus, having reviewed the problem, I concluded that focusing on ER strategies alone would not solve the problem. Therefore, I considered a comprehensive approach that includes IR, learner autonomy principles, as well as interactive reading strategies. This would be more effective in helping these students develop reading and learning autonomy as a way of supporting their academic success.

Unfortunately, owing to COVID-19 and my professional duties, I could not finish my thesis on the due time, as previously mentioned in the schedule of my research project. Nevertheless, I resumed the thesis writing process in April 2024, which implied some readjustments to the project.

In the first tutorial meetings, besides writing the literature review, I was challenged to design the research tools comprising questionnaires for students and lecturers, a pre-test and post-test for students, a library observation chart, and the experiment design, to collect the research data in the field. Having finished the design of the instruments, I shared them with the supervisor, and then in mid-July 2024, I piloted the students questionnaire, and lecturers questionnaires in early November 2024, before being officially answered by the participants in late November of the same year.

3.1.3. Data Collection Methods and Instruments

The collection of data in the field was carried out using quantitative, qualitative, and mixed methods. The quantitative methods encompass the students and lecturers questionnaires, the students pretest and posttest. The qualitative methods comprise the library observation, and the mixed methods refer to the experiments of the proposed reading strategies. Thus, the following six subsections will portray the design and procedures of the instruments used in the research.

3.1.3.1. Students Pretest

a) Design

Regarding the design of the students' pretest on reading, after a series of corrections and improvements of its format, the final version's structure (vide Appendix E) includes an introductory paragraph addressed to students, explaining the reason and aim of the test, assurance of confidentiality and anonymity of the responses provided, and an alert informing that the test result would not count for their academic assessment. The test questions are split into four groups: the first group (Reading and Book Structure) seeks to provide an overview of the students' concept about reading, and knowledge about the structure of a book. The first question is about the students definition of reading; the second searches for the difference students establish between reading as a skill and reading as a process; the third question asks students about the three main components of a book structure; and the last question of the group is about mentioning two elements of the main components of the structure of a book, mentioned in the preceding question three. The second group of questions (Reading Skills and Strategies) covers two questions and three lines (a-c). The first question is about differentiating reading strategy from reading skill; the second asks for an explanation of three terms entailing skimming, scanning, and detailed reading, in lines a), b) and c) respectively. The third group of questions (Intensive Reading) focuses on the students' background knowledge of the intensive reading approach. Question one requests students to mention three characteristics of intensive reading; the second question demands the identification of the key ideas from two sentences mentioned in lines a) and b); the third question requires students to identify and mention the

main idea, pattern, and function of the paragraph in the quotation. The fourth group (Extensive Reading), likewise the IR, attempts to check students' knowledge on the features of ER in question 1; in the second question it requests students to mention four titles of the books they read in the previous year; in question 2.1 students are required to write the summary of a book from those they read in the preceding year; and finally, question 2.2 seeks statistical information on the amount of time they invested in reading books mentioned in question two. The statistical information includes specifications of the number of days spent on each book, and the amount of time (in minutes and hours) spent on reading each day. This pretest structure mirrors the fundamental aspects students need to cover, including interactive strategies, to develop their reading autonomy, which, therefore, contributes to their academic success.

b) Procedures

The design structure of the pretest was intentionally conceived to cover the Angolan ELT students' reading needs at ISCED-Benguela, taking into consideration the problem stated in the general introduction of the work. Thus, having accomplished the design of the pre-test in mid-July 2024, it was submitted to the supervisor, and then, the feedback I received pointed out some corrections and improvements both in its structure and content. However, after the changes were made, at the beginning of the academic year 2024/2025, I alerted students to the test on 5 November 2024, to ensure their presence on the date. The students were not informed about any topics of the test, though they showed concern about it. On the due date, I prepared the test copies for 36 year-2 ELT students, the focus group, at ISCED-Benguela, and it was administered. At the beginning of the test, students were informed about the procedures while sitting for it, including its duration, and they were also warned not to write their names or student numbers anywhere on the test. It lasted for two hours, from 2.30 to 4.30 in the afternoon. While supervising the test, I used codification numbers, from 1 to 36, on the tests, and a parallel control list with the same numbers and respective students' names, to help identification for analysis and interpretation of the test results with the posttest ones in chapter four.

3.1.3.2. Students Questionnaire

a) Design

The present questionnaire has 20 questions (vide Appendix F). Its structure has an introductory paragraph explaining the objective of the research and ensuring confidentiality and anonymity, besides a section on demographic information that includes age, gender, and year of graduation. The questions comprising the questionnaire are divided into three categories: the first category comprises multiple choice questions (1, 2, 3, 5, 6, 7, 8, 9, 14, 15, 17 and 18). The first seeks to gather information on the students attitude towards reading in English, the second question focuses on students description of their reading experience, the third question is about the most used reading medium in classes, question five (5) requests information on how often students read, question six deals with the amount of time students allocate to reading per day, the seventh question is based on what motivates students to read, followed by the place where students read the most, question nine looks for the number of books students read in a month, the last four questions are about the extent students are familiar with artificial intelligence tools for reading assignments, followed by a question on their attitude towards the use of artificial intelligence tools for reading purposes, and finally, the source where students get recommendations for books to read. The second category includes the inventory questions (4, 10, 11, 12, 16 and 20). Question four looks at the materials students read the most, question 10 considers the reading activities students use in the classroom, question 11 is about technological tools students use in their reading assignments, the last three questions are about the locations, in the institution, where students have internet access; whether they have used artificial intelligence tools in reading tasks; and finally, the challenges that prevent students from becoming independent readers. The last category entails the closed-ended questions (13 and 19). Question 13 deals with the students' familiarity with artificial intelligence tools for reading, and the second question of this category is about the students' belief in whether independent reading has an impact on learning autonomy.

As mentioned above, the students questionnaire was made up of 20 questions in total, distributed in the following way: 12 multiple-choice questions, six inventory questions, and two closed-ended questions.

b) Procedures

Having completed the design of the students questionnaire, it was shared with the supervisor for approval and feedback, and it was also piloted with 27 Angolan ELT students at ISCED-Benguela, in mid-July 2024. Initially, the questionnaire had 15 questions, and one section on students' demographic information, besides the explanatory paragraph in the introduction. After feedback from both the supervisor and piloting, a few improvements were made in the introductory paragraph, and five more questions were added to the questionnaire. Most of the questions added are about the use of AI tools in reading literacy instruction to improve the students' reading autonomy as well as learning. Thus, the final version is made up of 20 questions, apart from the demographic information section, with three items: age, gender, and year of the undergraduate programme. In this questionnaire survey, students were required to provide information about their reading habits, in general, and autonomous reading strategies. The questionnaire was administered via the internet, using "Google Forms", the link was spread to the students through WhatsApp, and they completed the questionnaire in five days, from 25 November 2024. Hence, the following Section 3.2 will be devoted to the presentation of results gathered in the field, for further analysis and interpretation in Chapter four.

3.1.3.3. Lecturers Questionnaire

a) Design

Regarding the lecturers questionnaire (vide Appendix G), it has the same structure as the students questionnaire, having begun with an introductory paragraph of the questionnaire that explained the objective of the research, and guaranteed confidentiality and anonymity as well. Apart from the 15 questions encompassing the questionnaire, the first section is devoted to demographic information of the lecturers, consisting of the name of the institution, the

department they belong to, their position in the institution, and their teaching experience.

The 15 questions mentioned above are also grouped into three categories: Category one encompasses multiple choice questions (1, 2, 4, 8, 9, 10 and 12). Question one checks the lecturers' definition of Reading Skills, question two intends to get information on how lecturers classify the reading level of their students, question four is about the assessment methods the lecturers use to evaluate students reading skills, question eight asks for the extent lecturers are familiar with AI reading tools, the ninth question checks if the lecturers use AI tools for reading purposes, the last two questions cover lecturers' attitude towards the use of AI tools for developing students' reading autonomy, and how they collaborate in the institution to enhance students' reading skills.

The second category includes inventory questions (3, 5, 6, 7, 11, 13 and 14). The first question of the group seeks to point out the components lecturers find crucial to teach reading skills effectively, question five explores the common challenges that block students' reading skills development, question six considers the teaching strategies to develop students' reading autonomy, the seventh question intends to certify how lecturers incorporate technology to improve students' reading skills, question 11 deals with the way lecturers provide feedback on students reading tasks, question 13 looks at how lecturers reflect on methods to develop reading skills, and the last question of the category searches for lecturers' thoughts on the emerging trends to develop reading skills in higher education.

The third category has a single open-ended question (15), which is about the lecturers' suggestions on teaching methods, institutional infrastructures, library resources, and collaboration among departments to encourage reading literacy development of university students.

Overall, the lecturers questionnaire consisted of seven multiple-choice questions, seven inventory questions, and one open-ended question. Now, I invite you to look at the procedures undertaken.

b) Procedures

Like the students questionnaire, after the design of the lecturers questionnaire, it was submitted to the supervisor for feedback, and it was piloted two weeks before its official application on 25 November 2024. As mentioned above, the questionnaire survey consists of 15 questions besides the introduction and the lecturers' demographic information, which consists of four elements, namely the institution, department, position, and teaching experience time. The heading was restructured, the current question two was inserted after the supervisor's feedback, which affected the previous order of the questions, and question 15 was equally modified from the piloting feedback. The result of the feedback produced the present "Google Forms" version of the questionnaire that was answered by five ELT lecturers, via WhatsApp, at ISCED-Benguela.

3.1.3.4. Library Observation

a) Design

Being aware of the role a school library plays in developing reading literacy, especially for future ELT specialists' reading autonomy in higher education, I devised a library observation chart (vide Appendix H) to check the conditions available in the library of ISCED-Benguela. The structure of the chart has three preliminary elements consisting of the name of the observer, the institution name, and the date of the observation; the numbers and names of the core aspects observed, as well as their abbreviated classifications and legend below the chart. The aspects observed are divided into five categories: the first category covers elements related to library infrastructure, namely the bookshelves, the reading area, the working staff area, and the computers. The second category comprises the reading materials with two subcategories: the first involving the intensive reading materials, such as textbooks, course books, reference books, articles, and journals; and the second mentions the extensive reading materials entailing short story books, novels, magazines, newspapers, self-improvement books, and autobiographies. The third category deals with the technological sources of information. This referred to e-books, CD-ROM collections and databases, audiobooks, online articles, online journals, and digitised electronic documents. The

fourth category is based on the services the library provides apart from the reading materials; it encompasses services on material lending and inter-library loan, internet facility, reprography, bookbinding, and user education and information literacy. The fifth category refers to the library working staff, such as the library administrator, and information about the qualified and subject-specialised librarians. During the chart completion, part of the information gathered in the five categories of observed aspects was provided and confirmed by the librarian on duty, to certify its existence or nonexistence.

b) Procedures

After the design of the library observation chart, the supervisor's feedback and approval allowed me to make some adjustments in the chart, which resulted in this final version comprising 31 aspects observed, in five established categories, as well as the heading elements, and the legend of aspects classification. The chart was completed on 28 November 2024, in the library of ISCED-Benguela. However, bearing in mind the ethical research considerations, before its completion, I requested an in-person permission from the administrator of the library, who allowed me, and informed the librarian on duty to assist me with any necessary information during the observation. For my records, besides the completed chart, I also took some pictures of the library structure, including shelves, books, and computers, as well as a video of the library interior. The pictures and videos collected will be a support for any further information that might have been out of my control during the observation. Therefore, the overall gathered data will be presented in the next Section 3.2 and, consequently, its analysis and interpretation in the fourth chapter of this work.

3.1.3.5. Experiments

Having gone through the presentation of students pretest, students and lecturers questionnaires, and library observation, I found it indispensable to run an experiment of the proposed interactive reading strategies to help the Angolan ELT students at ISCED-Benguela improve their reading literacy. In these experiments, the two general reading approaches (ER and IR) were considered. Hence, to attain its aims, I designed two instruments consisting of a Reading Log (RL) and a Reading

Journal (RJ). These instruments were developed having in mind the above-mentioned general reading approaches. That is, for interactive ER strategies, I designed an Extensive Reading Log (ERL) and an Extensive Reading Journal (ERJ), and the IR strategies were experimented with Intensive Reading Log (IRL) and Intensive Reading Journal (IRJ). However, it is worth mentioning that each assigned reading task required a prior assignment question, like those in Appendices I and J, for task instructions. The assignment question design depended on the nature of the task assigned to students, as mentioned above. It is the command or statement of what students are expected to do in the assignment. It includes aspects such as the description of the task to be fulfilled, duration of the assignment, formatting features, instrument submission format, and presentation and discussion procedures. Regarding its application procedures, the assignment question should be delivered to students some time before the allocated time starts counting. For example, if an assignment is set for Tuesday, the assignment question should be available until Monday, at the latest, to provide enough time for students' preparation. Once it is delivered, the lecturer should assist students with additional clarifications on the instructions or provide any related support, if necessary.

In the following headings, I will consider the designs and procedures of the above ER and IR experiment tools, which will report the findings on students' reading practices in section 3.2 of this chapter.

3.1.3.5.1. Extensive Reading Experiment tools

a) Designs of the Extensive Reading Log and the Extensive Reading Journal

The ERL, like the one in Appendix K, was created as an instrument to record students' daily reading activities. Its structure consists of four main sections: bibliographic details, the daily reading record, summary, and personal reflection, apart from the students' personal information. The first section presents information about the book, covering the title, genre, author(s), year and place of publication, and publisher. The second covers the days and dates on which students read, the number of pages covered, an indication of the duration of each reading session, and the main ideas extracted from the pages read. The third is reserved for recording the summary of the main points students grasp from reading the book.

Finally, personal reflection refers to a section where students are expected to write about their attitudes or feelings towards the content of the book; that is, evaluating how it relates to their prior knowledge or experience.

Regarding the ERJ design, like the sample in Appendix L, it was intended to provide a more complete reading report of the book. Its structure comprises six sections, namely a heading on students' details and the assignment allocated time, the bibliographic details section, the summary, personal reflection, critical analysis, and application. The first section indicates where students write their names, as readers, and the duration of the assignment. The section on bibliographic details presents information about the book, such as the title, genre, author(s), time and place of publication, and publisher. The third section includes the main points or ideas covered in the book. The fourth deals with students' attitudes towards the book by sharing their feelings about its content. The fifth looks at a critical assessment of the book read by raising questions on the ideas covered and exploring alternative answers for information gaps left in the text. The last section explores and mentions how the content of the book can be applied to solving their daily social, academic, and professional issues.

b) Procedures of the Extensive Reading Log and the Extensive Reading Journal

After the necessary revision and improvement of the ERL, it was shared with students. The lecturer explained the components of its structure and reinforced what they should mention in each section. After the assignment question delivery, the ERL was distributed to the students so they could use it to record their reading activities, which were shared twice in group meetings, before the presentation in class. This allows them to measure their reading progress and get feedback and support from their reading peers. The reading log is before the reading journal, and it must be submitted individually before the presentation in class.

Concerning the ERJ, it obeyed similar procedures to those of ERL. Both instruments were made available to students at the same time. Thus, likewise, the explanation of the ERL components, the ERJ deserved the same procedures since it demanded explaining how students should complete the sections of the journal. The ERJ is completed in the last group meeting, after the individual reading is done. Here, in case of a group assignment, the students will complete the reading journal

collectively. That is, each student contributes with the knowledge they have gathered while reading the book. The ERJ is submitted to the lecturer after the formal presentation of the book in class.

3.1.3.5.2. Intensive Reading Experiment Tools

a) Designs of Intensive Reading Log and Intensive Reading Journal

The IRL, like the sample in Appendix M, was devised as an instrument to record students' daily intensive reading activities. Similarly to ERL, the structure of IRL consists of four main sections: the first section offers bibliographic details, including the students' details and the assignment duration, the second section focuses on the daily reading record, followed by the text key vocabulary, including the topic terminology, and the text summary. The first section presents the text's bibliographic details covering the text type, title, genre, author(s), year and place of publication, and publisher. The second section covers the days and dates on which students read, the number of pages read, the indication of each reading session duration in minutes, and the main ideas extracted from the pages read. The third is kept for recording the key vocabulary, including terms found in the text. The last section presents a summary of the main ideas the students grasp from reading the book.

The design of IRJ (vide the sample in Appendix N) was envisioned to provide a more complete reading report of the book. Its structure comprises four main sections, namely the bibliographic details section including students' details, the follow-up sections built on the three reading stages (pre-reading, while-reading, and post-reading), with four subsections in the second and third sections respectively, and five subsections in the last section. The pre-reading section covers subsections on content prediction, reading purpose, topic background knowledge, and prereading questions. This section seeks to establish a good reading rapport with the material, from the title or topic, before it is read closely. The while-reading section comprises subsections on text key vocabulary, unfamiliar words and their meanings, text main arguments, and a summary of the main arguments. This section is based on the actual reading act; that is, students explore the content of the text in-depth. Finally, the post-reading section focuses on prediction review, topic-related

readings, readings disagreeing with ideas in the texts, text strengths and weaknesses, and text arguments contextualization. As the name of the section denotes, it is a follow-up stage of reading in which students confirm their predictions, assess the relevance of the material read, and bring the knowledge learnt into their contextual experiences.

b) Procedures of the Intensive Reading Log and the Intensive Reading Journal

The IRL was developed based on intensive reading strategies. Having made some changes to its format while devising it until it reached the final version. I familiarised the students with it. We considered the four main elements of its structure and explained what each element consisted of and how they should complete it. This instrument is generally delivered after or at the same time the assignment question is provided to them. The IRL is filled in while students are engaged in individual or independent reading, before the reading group meetings in which they share their reading difficulties, challenges, and get feedback and support from their mates to fulfil the reading requirements. The submission of the IRL is individual and done after the last meeting of the reading group and before the formal presentation in the class or group, depending on the nature of the assignment.

Considering the IRJ procedures, they are comparable to those of IRL in terms of students' orientation to cope with the tool while working on the reading assignment. Different from the IRL, the IRJ structure encompasses more elements or sections to complete. Thus, like the ERJ, a thorough explanation of those elements must be provided to students while sharing the tool structure. In general, the journal is completed after the log. However, looking at the nature of the first section of IRJ - pre-reading, it involves a brainstorming activity on the topic before close reading. Therefore, it is the first reading task to deal with, and the activity done at this stage must also be mentioned in the second section of IRL, leaving the rest to be completed after the IRL is filled in. Moreover, depending on whether the assignment is collective or individual, the completion and submission of the IRJ can be done either in the group or individually.

3.1.3.6. Students Posttest

a) Design

Considering the same research problem, focus, participants, and context, in the study, the posttest (vide Appendix O) has similar characteristics as the pretest, except the identification numbers of students it includes at the top right-hand corner of the first page. This will help to confer reliability of the instrument and help to make comparisons of information at the same level, yielding credible results from both tests. All considered, I reaffirm that the structure of the posttest has an introductory paragraph giving reasons for the test and establishing its objective. The content of the test consists of 18 questions, categorised into four groups, namely (1) reading and book structure, (2) reading skills and strategies, (3) intensive reading, and (4) extensive reading. However, the posttest has a minimum change in question 2 of the last group, which refers to books read in the last three months, contrary to books read last year, as mentioned in the pretest.

b) Procedures

The posttest procedures will resemble the pretest in many ways. The test will be administered online, at the end of the experiments on autonomous interactive reading strategies, owing to the researcher's absence from the research field. The students will be informed about the date of the test and the procedures for writing it. Similarly to the researcher's control in the pretest, in this one, the students will be given the same codification numbers before the test, and these numbers will be written at the top right corner of the first page. This will aid the identification and the pairing of the pre-test and posttest results for interpretation and analysis. In summary, what differs this test from the previous one is the format and moment of its application. The former was done in person, at the beginning of the academic year, and the current one will be done online, after the experiments of autonomous interactive reading strategies.

Having dealt with the presentation of the research participants, the history of the study, the research methods, and the description of the design and procedures of the research tools, the next section will display the results obtained from the field.

3.2. Presentation of Findings

The present section is devoted to exposing the data gathered from the instruments used: the students pretest, students questionnaire, lecturers questionnaire, library observation chart, experiments, and students posttest. The results of both questionnaires are based on responses provided by five (5) lecturers and 116 students of the ELT under graduation classes, consisting of students from years 1, 2, 3 and 4. Regarding the pretest, it was administered to 36 year-2 students, the focus group.

In the succeeding subsections, the disposition of results presentation obeys the order in which the six research tools were administered in the field. Here, the statistical data will be presented in tables and figures, with a note below to explain the content of each visual.

3.2.1. Presentation of Findings from the Students Pretest

The students pretest was administered to 36 ELT students, the focus group, at ISCED-Benguela. The presentation of its findings will be done in tables, following the sequence of the four groups composing the test structure. That is, the first table will present the results gathered on Group I (Reading and Book Structure), covering four questions, the second table on Group II (Reading Skills and Strategies) with four questions, third table on Group III (Intensive Reading) consisting of six questions, and the last one on Group IV (Extensive Reading) containing four questions. The heading of each table shows the question group, the number of each question in the group, the number of answers provided by students in three categories: correct, wrong, and not given, followed by respective percentages.

Table 1: Students' Knowledge of the Concept of Reading and Book Structure

Questions Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group I	Q1	35	1	0	97.2%	2.8%	0.0%
	Q2	33	2	1	91.7%	5.6%	2.8%
	Q3	3	27	6	8.3%	75.0%	16.7%
	Q4	11	6	19	30.6%	16.7%	52.8%
Total	4	82	36	26	227.8%	100.0%	72.2%

Note. Responses from 36 ELT students to Group I questions of the pretest.

Table 1, from Group I dealing with students' knowledge on the definition of reading and the overall components of a book structure, reports that question 1 (Define reading from your perspective) had thirty-five (35) correct answers, this corresponds to 97.2% of the answers, and one (1) answer, covering 2.8%, is wrong; and there were not "not given" answers. For question 2 (Differentiate reading as a skill from reading as a process), thirty-three (33) answers equivalent to 91.7% are correct, two (2) answers representing 5.6% are wrong, and one (1) that equals to 2.8%, was not given. Regarding question 3 (Mention the three basic components of a book structure), three (3) answers that equal 8.3% are correct, twenty-seven (27) covering 75% are wrong, and six (6) representing 16.7% were not given. For question 4 (Mention two parts of each mentioned component in question 3), eleven (11) answers equivalent to 30.6% are correct, 6 (six) standing for 16.7% are wrong, and nineteen (19) representing 52.8% were not given.

Table 2: Students' Knowledge of Reading Skills and Strategies

Questions Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group II	Q1	34	0	2	94.4%	0.0%	5.6%
	Q2. a	27	4	5	75.0%	11.1%	13.9%
	Q2. b	23	10	3	63.9%	27.8%	8.3%
	Q2. c	31	2	3	86.1%	5.6%	8.3%
Total	4	115	16	13	319.4%	44.4%	36.1%

Note. Responses from 36 ELT students to Group II questions of the pretest.

Regarding Table 2, from Group II covering students' knowledge of reading skills and strategies, question 1 (Differentiate reading strategy from reading skill) with thirty-four (34) answers proportional to 94.4% are correct, there are no wrong answers, and two (2) answers corresponding to 5.6% were not given. For question 2. a (Explain skimming), twenty-seven (27) answers covering 75% are correct, four (4) standing for 11.1% are wrong, and five (5) answers representing 13.9% were not given. In question 2.b (Explain scanning), twenty-three (23) answers matching 63.9% are correct, ten (10) equating to 27.8% of the answers are wrong, and three (3), equivalent to 8.3% were not given. And finally, question 2.c (Explain detailed reading), thirty-one (31) answers representing 86.1% are correct, two (2) corresponding to 5.6% are wrong, and three (3) standing for 8.3% were not given.

Table 3: Students' Knowledge of Intensive Reading

Questions Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group III	Q1	16	5	15	44.4%	13.9%	41.7%
	Q2. a	2	31	3	5.6%	86.1%	8.3%
	Q2. B	6	21	9	16.7%	58.3%	25.0%
	Q3.1. a	8	19	9	22.2%	52.8%	25.0%
	Q3.1. b	0	15	21	0.0%	41.7%	58.3%
	Q3.1. c	0	12	24	0.0%	33.3%	66.7%
Total	6	32	103	81	88.9%	286.1%	225.0%

Note. Responses from 36 ELT students to Group III questions of the pretest.

In Table 3, from Group III, about students' knowledge of IR, question 1 (Mention three (3) characteristics of intensive reading) has sixteen (16) correct answers, which stand for 44.4%, five (5) answers equating 13.9% are wrong, and fifteen (15) corresponding to 41.7% were not given. In question 2. a (Key idea in sentence a), two (2) answers covering 5.6% are correct, thirty-one (31) matching 86.1% are wrong, and three (3) representing 8.3% of answers were not given. Following question 2.b (Key idea in sentence b), six (6) answers standing for 16.7% are correct, twenty-one (21) proportional to 58.3% are wrong, and nine (9) matching 25% were not given. For question 3.1. a (Main idea of the paragraph), eight (8) answers equalling 22.2% are correct, nineteen (19) standing for 52.8% are wrong, and nine (9) covering 25% of the answers were not given. In question 3.1.b (Pattern of the paragraph), there was no correct answer; fifteen (15) answers representing 41.7% were wrong, and twenty-one (21), equivalent to 58.3%, were not given. And in the last question, 3.1.c (Function of the pattern mentioned in b), there was no correct answer, twelve (12) answers equating 33.3% are wrong, and twenty-four (24) answers, represented by 66.7%, were not given.

Table 4: Students' Knowledge of Extensive Reading

Questions Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group IV	Q1	12	3	21	33.3%	8.3%	58.3%
	Q2	16	2	18	44.4%	5.6%	50.0%
	Q2.1	13	3	20	36.1%	8.3%	55.6%
	Q2.2	13	3	20	36.1%	8.3%	55.6%
Total	4	54	11	79	150.0%	30.6%	219.4%

Note. Responses from 36 ELT students to Group IV questions of the pretest.

Table 4, from Group IV related to students' knowledge about extensive reading, shows that in question 1 (Mention three (3) characteristics of extensive reading), twelve (12) answers corresponding to 33.3% are correct, three (3) matching 8.3% are wrong, and twenty-one (21) standing for 58.3% of the answers were not given. Concerning question 2 (Four titles of the books you read last year), sixteen (16) answers, covering 44.4%, are correct, two (2), equivalent to 5.6%, are wrong, and eighteen (18), standing for 50% of the answers, were not given. In question 2.1 (Write the summary of a book mentioned in the preceding question 2), thirteen (13) answers, representing 36.1%, are correct, three (3), proportional to 8.3%, are wrong, and twenty (20) answers, equating 55.6%, were not given. Finally, for question 2.2 (How long did it take to read each of those books mentioned in question?), thirteen (13) answers, standing for 36.1% are correct, two (2), covering 5.6% are wrong, and twenty (20), equivalent to 55.6% of the answers were not given.

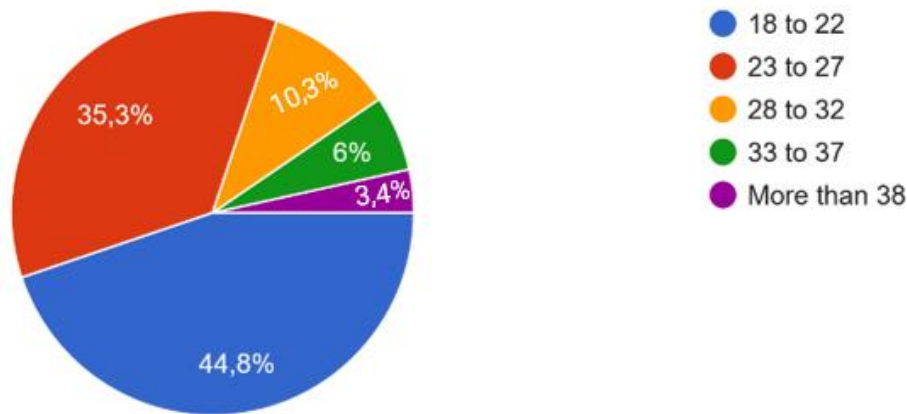
The preceding findings represent the responses provided by students in three categories, as mentioned above: correct, wrong, and not given, in each question of the four groups comprising the pretest. Concerning the students individual performance in the test, the results inform that out of 36 students, one (1) student had 1 point, this represents 5% of success in the test; three (3) students had 3 points standing for 15%; five (5) students managed to get 4 points equivalent

to 20%; five (5) students had 5 points standing for 25%; Four (4) students got 6 points covering 30% of scores; Four (4) students managed to have 7 points corresponding to 35%; one (1) student had 8 points represented by 40%; six (6) students had 9 points matching 45%; three (3) students managed to get 10 points proportional to 50%; three (3) students had 11 points equating 55%; and one (1) student managed to have 12 points representing 60%. Furthermore, for a global picture of the students' scores and percentages, see Table 5 in Appendix P.

3.2.2. Presentation of Findings from the Students Questionnaire

This section is devoted to the presentation of the results obtained from the students questionnaire. As mentioned beforehand, the questionnaire was delivered to ELT students, of whom 116 students completed it online, whose data will be shown in figures, tables and texts. The first three figures report demographic information of the students regarding age, gender, and the undergraduate year.

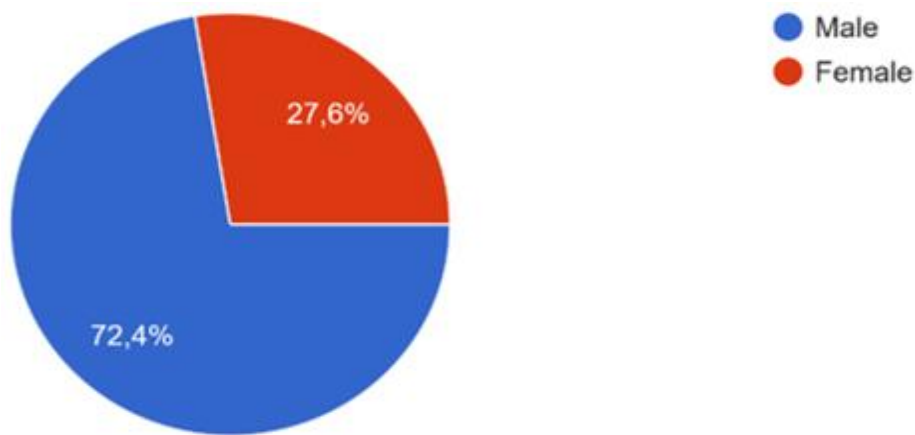
Figure 9: Students' Age



Note. Responses from 116 ELT students to detail 1 of the demographic information in the students questionnaire.

According to Figure 9, about the age of the inquired ELT students population, most of the students (52) corresponding to 44.8% are aged between 18 and 22 years, 35.3% of students (41) their ages vary between 23 and 27, and 10.3% (12 students) are aged between 28 and 32 years, 6% (7 students) are aged between 33 and 37 years, and finally 3.4% of students (4) are over 38 years old.

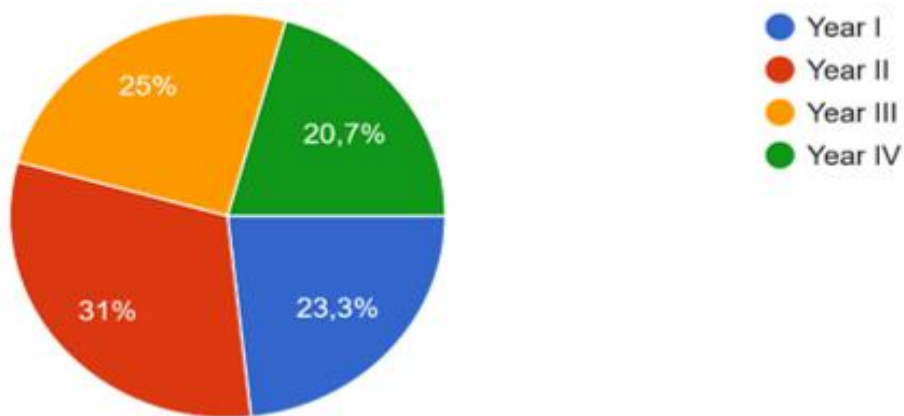
Figure 10: Students' Gender



Note. Responses from 116 ELT students to detail 2 of the demographic information in the students questionnaire.

Concerning the students' gender, Figure 10 illustrates that most of the student population is male (84 students), representing 72.4%, and 27.6% (32 students) is female.

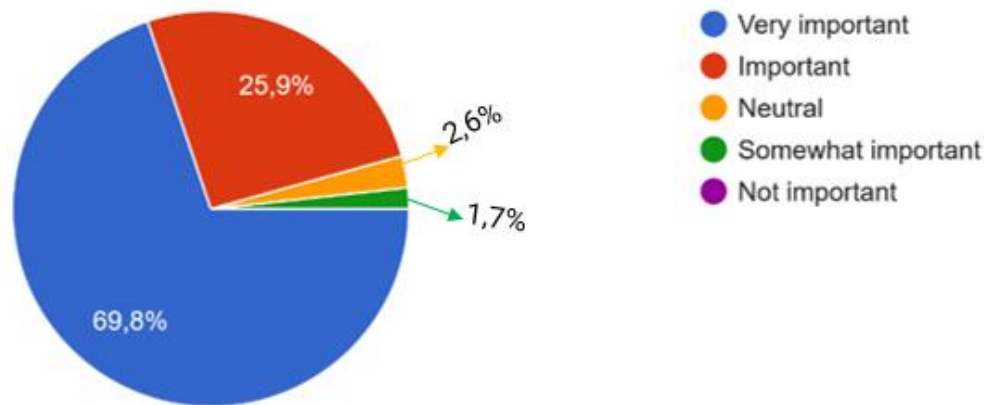
Figure 11: Students' Year of Undergraduate Programme



Note. Responses from 116 ELT students to detail 3 of the demographic information in the students questionnaire.

Figure 11 reveals that 31%, standing for 36 students, are from year 2 of the undergraduate programme, 25 % (29 students) are from year 3, 23.3% (27 students) are doing year 1, and finally 20.7%, corresponding to 24 students, are from year 4.

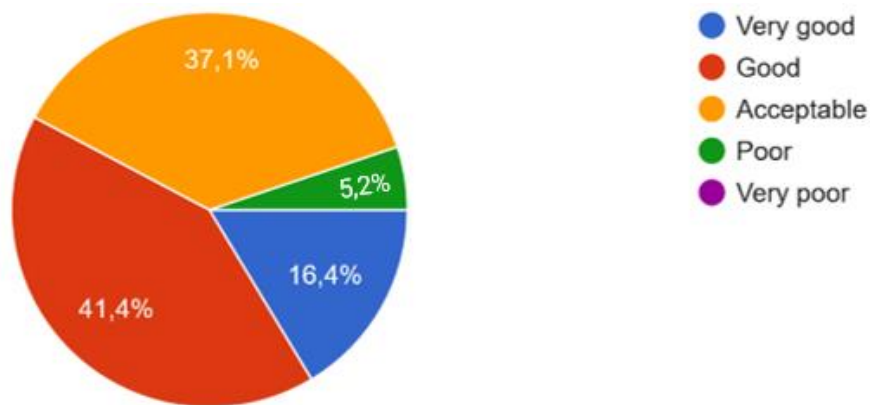
Figure 12: Students' Attitude Towards Reading in English



Note. Responses from 116 ELT students to Question 1 of the students questionnaire.

Looking at the students' attitude toward in English, Figure 12 portrays that 69.8% representing 81 students find it very important to read in English, 25.9% (30 students) see it as important, 2.6% (3 students) maintained neutrality in relation to it, and 1.7% (2 students) find it somewhat important.

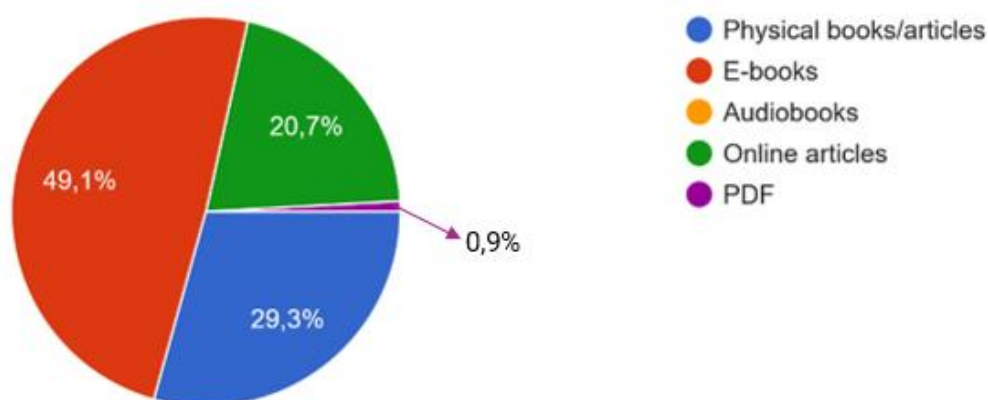
Figure 13: Students' Reading Experience Description



Note. Responses from 116 ELT students to Question 2 of the students questionnaire.

Concerning the students' description of their reading experience in English, Figure 13 indicates that 41.4% equivalent to 48 students describe it as good, 37.1% (43 students) consider their reading experience as acceptable, 16.4% (19 students) evaluate it as very good, and 5.2% standing for 6 students see it as a poor experience.

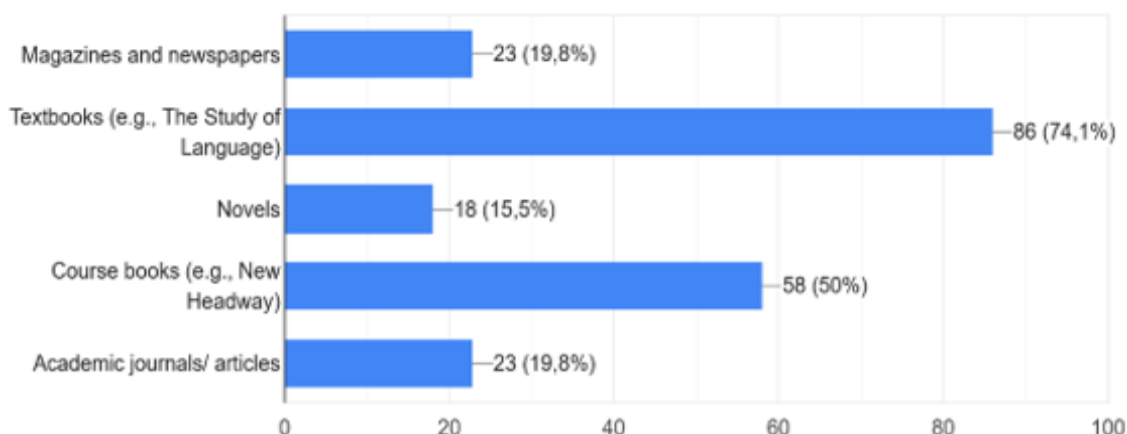
Figure 14: The Most Used Reading Medium in Classes



Note. Responses from 116 ELT students to Question 3 of the students questionnaire.

Considering the reading medium students use the most in their classes, Figure 14 makes it clear that the greater part of the students (57) corresponding to 49.1% use e-books, 29.3% (34 students) use physical books/articles, 20.7% representing 24 students use online articles, and 0.9% (1 student) mentioned “pdf” as an additional option.

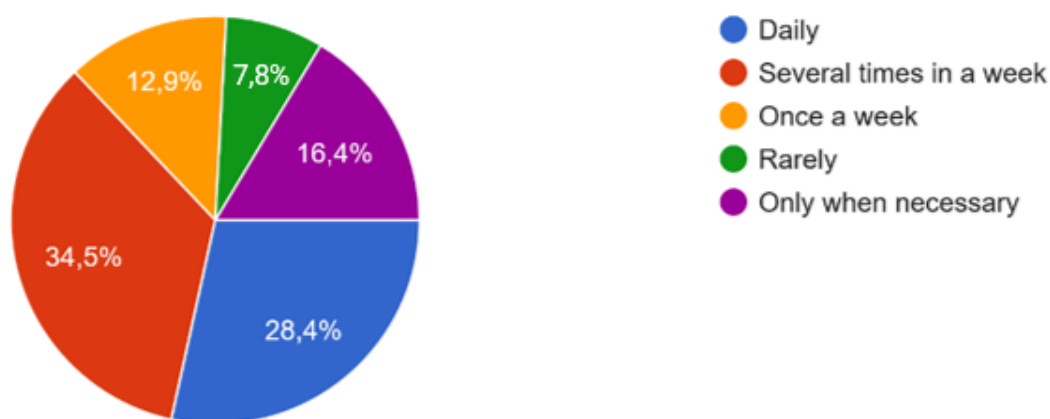
Figure 15: Materials Students Read the Most



Note. Responses from 116 ELT students to Question 4 of the students questionnaire.

About the reading materials students read the most, Figure 15 illustrates that the larger part, 86 students, mostly read textbooks. This number stands for 74.1% of the student population, 50% (58 students) mentioned course books. Twenty-three (23) students, represented by 19.8%, read magazines and newspapers, 19.8% (23 students) read academic journals or articles, and 15.5 % (18 students) read novels the most.

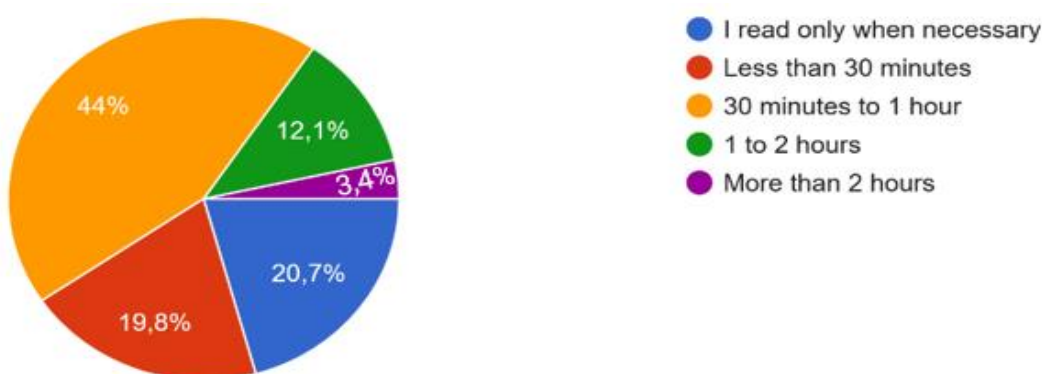
Figure 16: Students' Reading Frequency



Note. Responses from 116 ELT students to Question 5 of the students questionnaire.

Checking the students reading frequency, from Figure 16 it is read that the main portion of the students (40) standing for 34.5% read several times a week, 28.4% (33 students) read daily, 16.4% (19 students) read only when it is necessary, 12.9% (15 students) read once a week; and 7.8% representing 9 students rarely read.

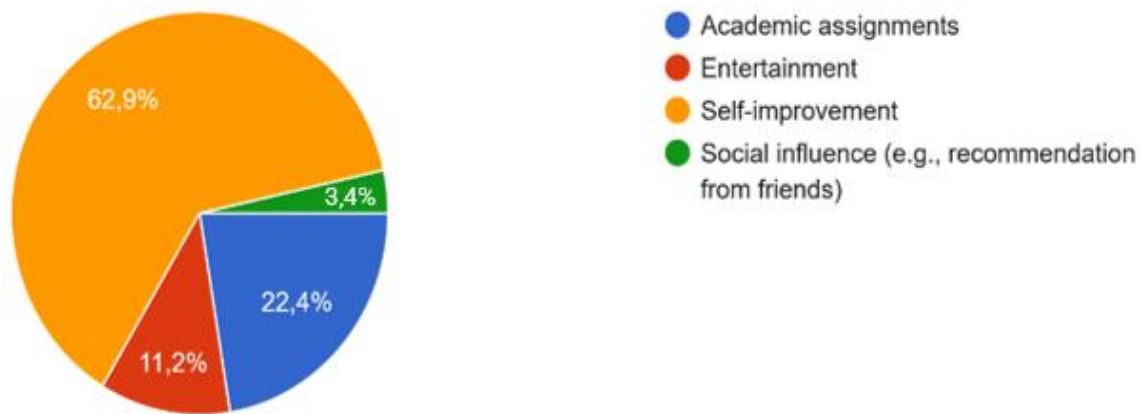
Figure 17: The Amount of Time Students Allocate to Reading per Day



Note. Responses from 116 ELT students to Question 6 of the students questionnaire.

Regarding the length of time students spend on reading, Figure 17 gives us a clear picture that most students (51) proportional to 44% read for 30 minutes to 1 hour, 20.7% (24 students) read only when necessary, 19.8% (23 students) read less than 30 minutes, 12.1% (14 students) read 1 to 2 hours, and 3.4% the minority of students (4) read more than 2 hours.

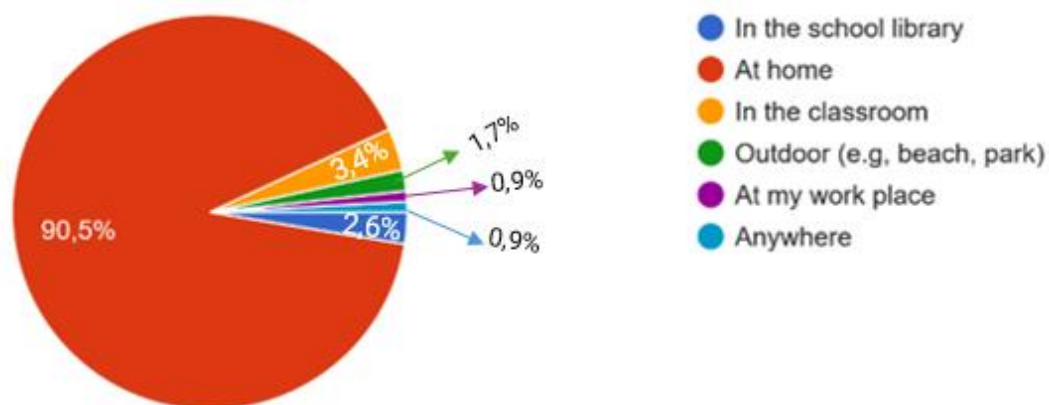
Figure 18: Students' Motivation Towards Reading



Note. Responses from 116 ELT students to Question 7 of the students questionnaire.

Pertaining to motivation students hold towards reading, Figure 18 indicates that most students (73) matching 62.9% read for self-improvement, twenty-six (26) students which equals 22.4% read for academic assignments, 11.2% (13 students) read for entertainment; and 3.4% (4 students) read for social influence.

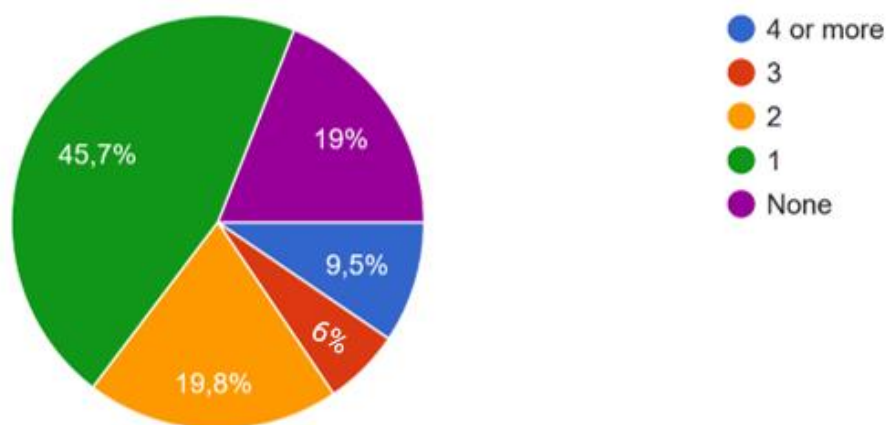
Figure 19: Students' Most Usual Reading Place



Note. Responses from 116 ELT students to Question 8 of the students questionnaire.

Regarding the reading places, according to Figure 19, the bulk of students (105) represented by 90.5% read at home, 3.4% (4 students) read in the classroom, 2.6% (3 students) read in the school library, 1.7% (2 students) read outdoors, 0.9% (1 student) read at workplace, and another one (1) student standing for 0.9% read anywhere.

Figure 20: The Number of Books Students Read in a Month

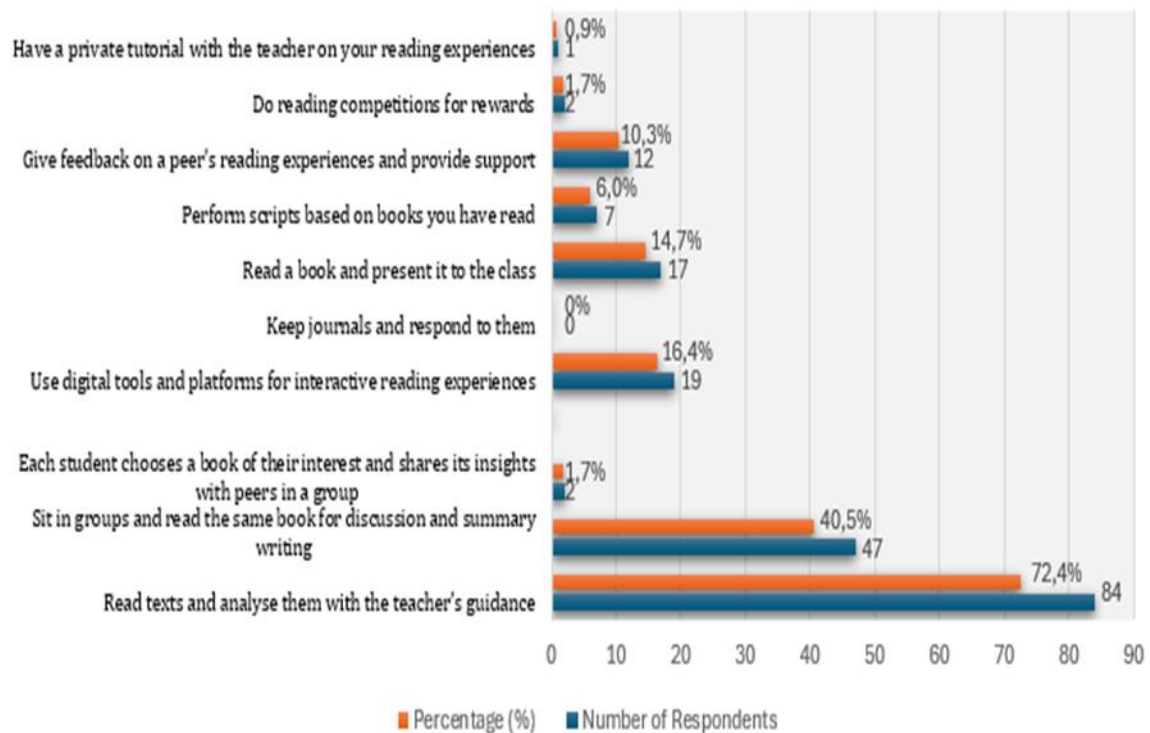


Note. Responses from 116 ELT students to Question 9 of the students questionnaire.

Looking at the quantity of books students fully read in a month, Figure 20 shows that the main portion of the students (53) equalling 45.7% read 1 book in a month, 19.8% (23 students) read 2 books, 19% (22 students) do not read any book fully, 9.5% (11 students) read 4 or more books, and 6% (7 students) read 3 books in a month.

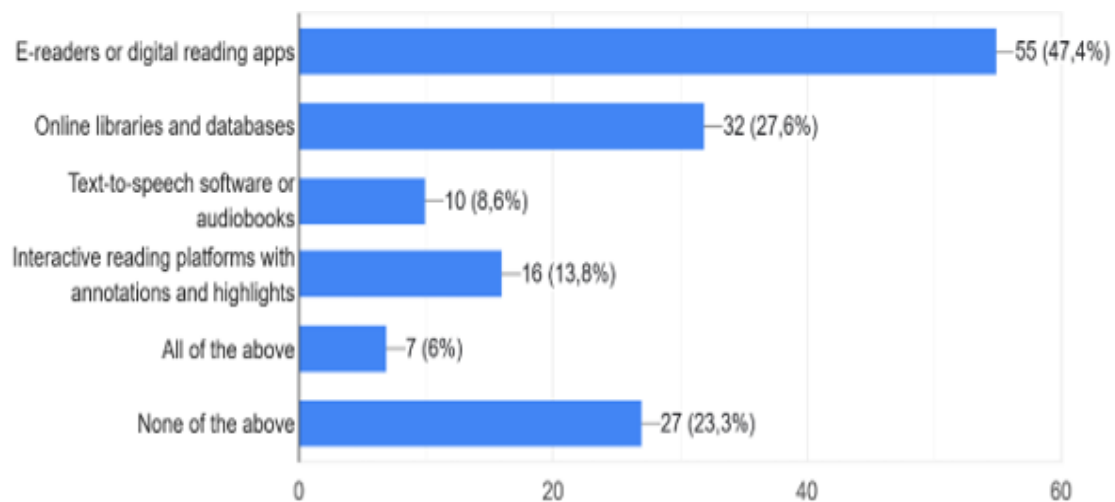
On the issue of reading activities students generally use in the classroom, Figure 21, below, displays that most students (84) standing for 72.4% read texts and analyse them with the teacher's guidance, 40.5% (47 students) sit in groups and read the same book for discussion and summary writing, 16.4% (19 students) use digital tools and platforms for interactive reading experiences, 14.7% (17 students) read a book and present it to the class, 10.3% equivalent to 12 students give feedback on their peers' reading experience and provide support, 6% (7 students) perform scripts based on books they read, 1.7% (2 students) choose a book of interest and share the insights with peers in a group, 1.7% (2 students) do reading competitions for rewards, and 0.9% (1 student) has a private tutorial with the lecturer for feedback on their reading experience, and none (0%) keeps reading response journals for discussion.

Figure 21: Reading Activities Students Use in the Classroom



Note. Responses from 116 ELT students to Question 10 of the students questionnaire.

Figure 22: Technological Tools Students Use for Reading Assignments

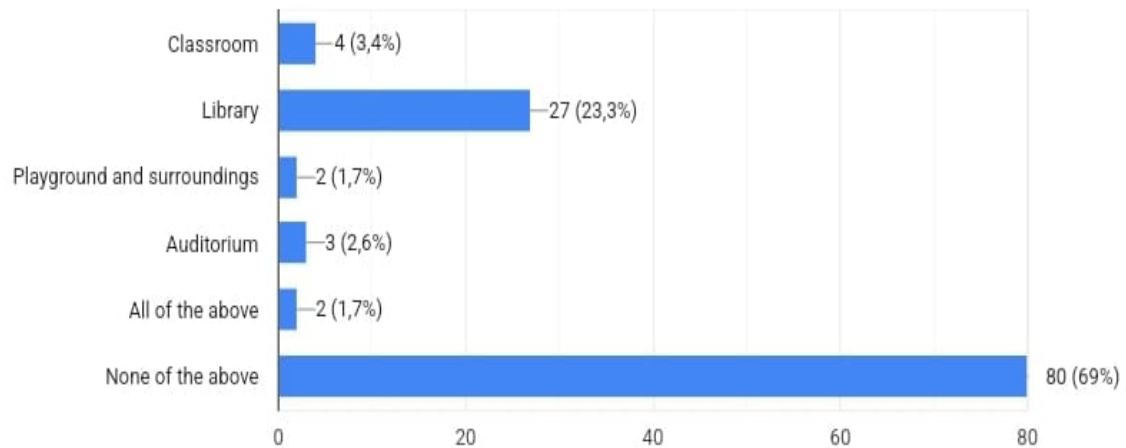


Note. Responses from 116 ELT students to Question 11 of the students questionnaire.

Concerning the technological tools students use for their reading assignments, Figure 22 mentions that the greater number of students (55) which represents 47.4% of the inquired population have mentioned e-readers or digital

apps, 27.6% stemming from 32 students use online libraries and databases, 23.3% (27 students) do not use any of technological tools, 13.8% (16 students) use interactive reading platforms with annotations and highlights, 8.6% matching 10 students use text-to-speech software or audiobooks, and 6% equivalent to 7 students use all mentioned tools.

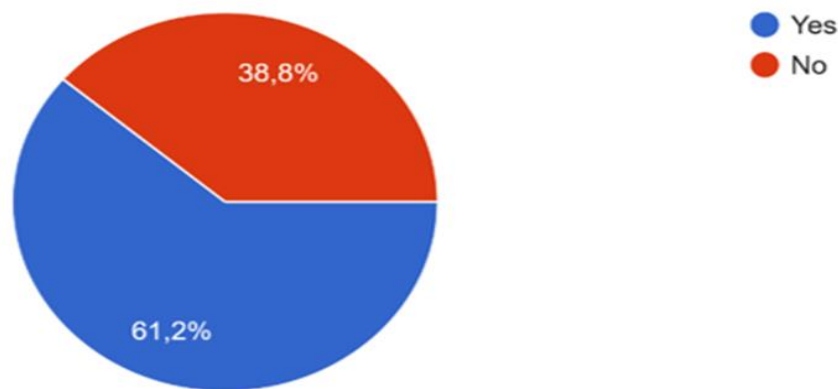
Figure 23: Locations Where the Internet is Accessible for Students



Note. Responses from 116 ELT students to Question 12 of the students questionnaire.

Referring to locations where students have internet access, in Figure 23, the larger part of students (80), which stands for 69% said that Internet is not accessible anywhere in the school, 23% (27 students) mentioned the library, 3.4% (4 students) referred to the classroom, 2.6% (3 students) indicated the auditorium, 1.7% (2 students) mentioned the playground and surroundings, and 1.7% which equals to 2 students said they have internet access in all locations.

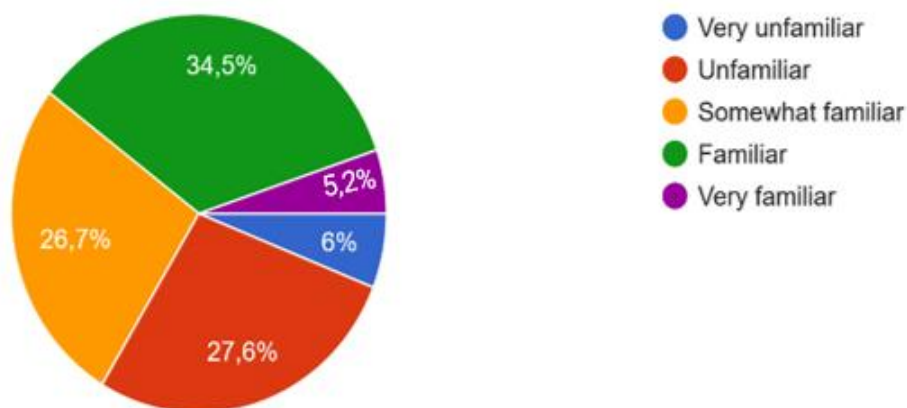
Figure 24: Students' Familiarity with Artificial Intelligence Tools for Reading



Note. Responses from 116 ELT students to Question 13 of the students questionnaire.

In relation to the issue of students' familiarity with AI tools for reading, Figure 24 reveals that seventy-one (71) students, representing 61.2%, are familiar with AI reading tools, and 38.8%, standing for 45 students, are unfamiliar with them.

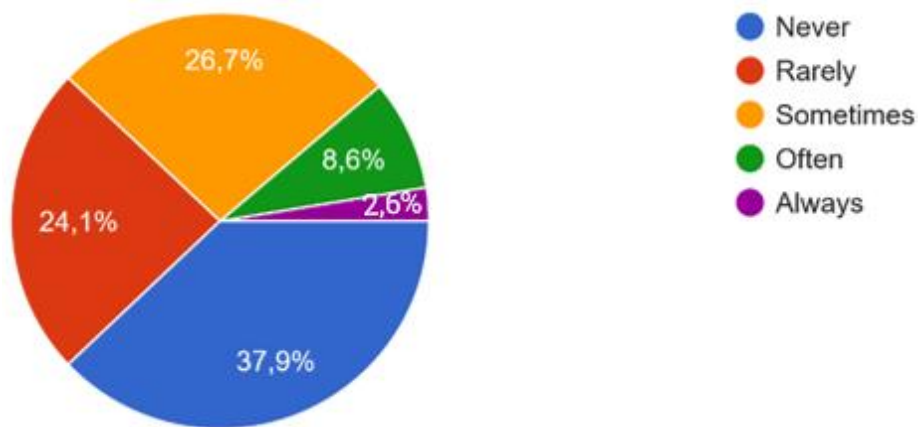
Figure 25: Students' Degree of Familiarity with Artificial Intelligence (AI) Tools for Reading



Note. Responses from 116 ELT students to Question 14 of the students questionnaire.

For the degree students are familiar with AI reading tools, as seen in Figure 25, the main portion of them, 40 students, corresponding to 34.5% said they are familiar with the AI tool for reading, 27.6% (32 students) are unfamiliar with them, 26.7% (31 students) are somewhat familiar with the tools, 6% (7 students) are very unfamiliar with them, and 5.2% (6 students) mentioned being very familiar with the AI reading tools.

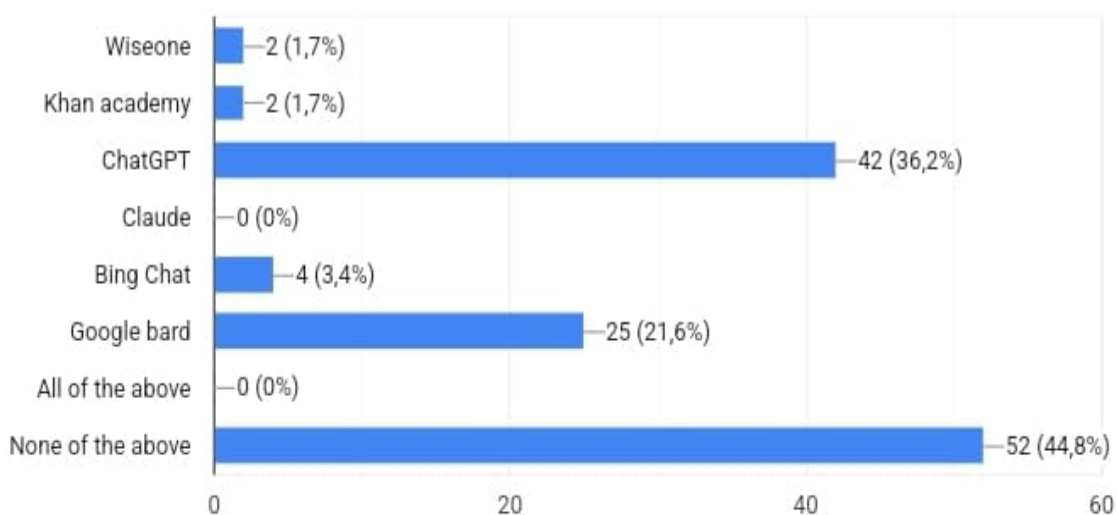
Figure 26: Students who Have Used AI Tools for Reading Tasks



Note. Responses from 116 ELT students to Question 15 of the students questionnaire.

Figure 26, about the students' use of AI reading tools, illustrates that 37.9% of students (44) have never used the AI reading tools, 26.7% (31 students) have used them sometimes, 24.1% (28 students) rarely use them, 8.6% (10 students) use them often, and 2.6% standing for 3 students always use them.

Figure 27: AI Tools Students Have Used for Reading Tasks

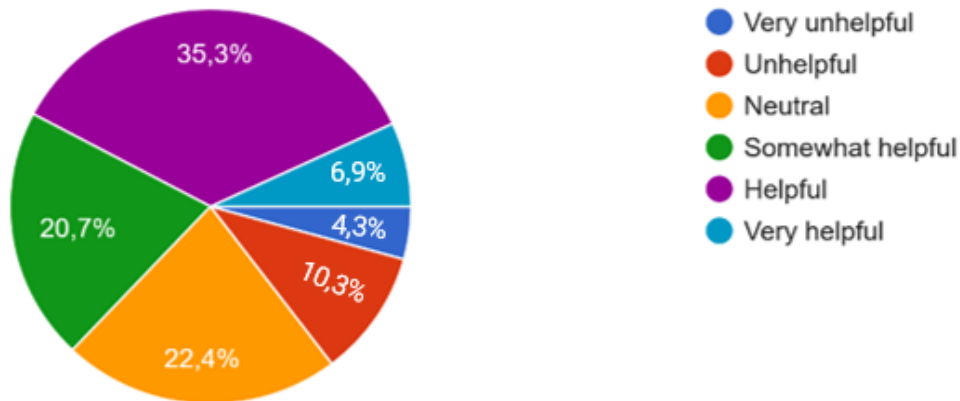


Note. Responses from 116 ELT students to Question 16 of the students questionnaire.

Confirming the AI tools students have used for their reading assignments, Figure 27 indicates that 44.8% of the students (52) have not used any of the AI reading tools, 36.2% (42 students) have used ChatGPT, 21.6% representing 25

students mentioned Google bard, 3.4% (4 students) have used Bing Chat, 1.7% (2 students) indicated Wiseone, 1.7% (2 students) pointed out Khan academy; and none (0%) have mentioned Claude.

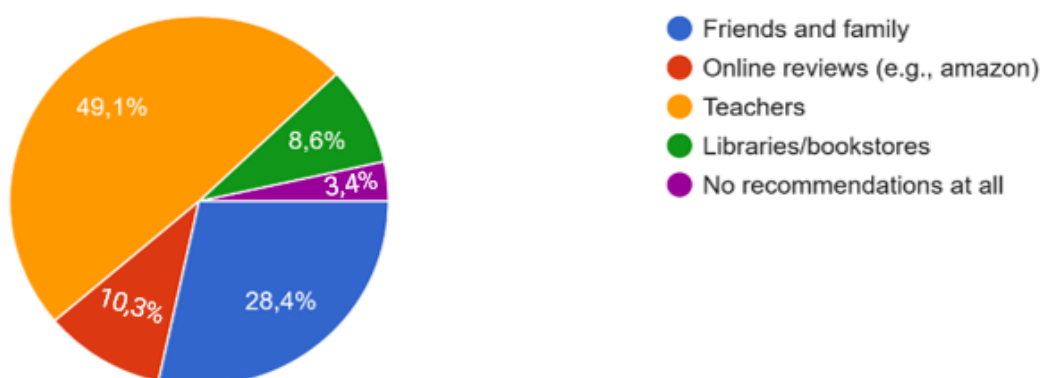
Figure 28: Students' Attitude Towards the Use of AI Tools for Reading Purposes



Note. Responses from 116 ELT students to Question 17 of the students questionnaire.

Referring to the attitude towards the use of AI tools for reading, as depicted in Figure 28, the larger number of students (41) which equals to 35.3% find AI tools for reading purposes as helpful, 22.4% of the students (26) have neutral opinion about their usefulness, 20.7% (24 students) find them somewhat helpful, 12 students corresponding to 10.3% find them unhelpful, 6.9% (8 students) find them very helpful, and the minority (5 students) which stands for 4.3% consider them as very unhelpful.

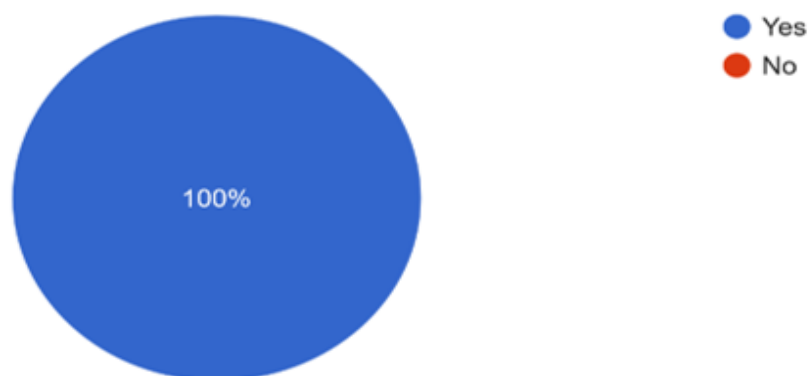
Figure 29: Source of Students' Recommendations for Books to Read



Note. Responses from 116 ELT students to Question 18 of the students questionnaire.

According to Figure 29 the source from which students get recommendations for books to read, 49.1% of students (57) get recommendations from lecturers, 28.4% (33 students) get them from friends and family, 10.3% (12 students) are recommended by online reviews, 8.6% (10 students) are recommended by libraries or bookstores, and 3.4% (4 students) get no recommendations at all.

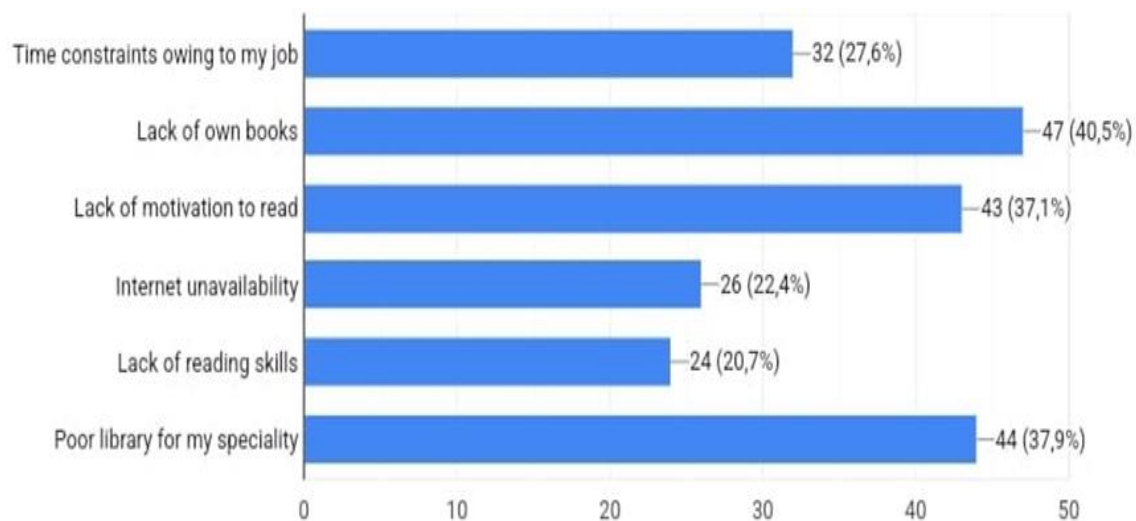
Figure 30: Students' Belief in the Influence of Independent Reading on Learning Autonomy



Note. Responses from 116 ELT students to Question 19 of the students questionnaire.

Regarding the influence of independent reading on learning autonomy, Figure 30 demonstrates that all the inquired students (116), corresponding to 100%, believe that it can influence their learning autonomy.

Figure 31: Challenges Preventing Students from Becoming Independent Readers



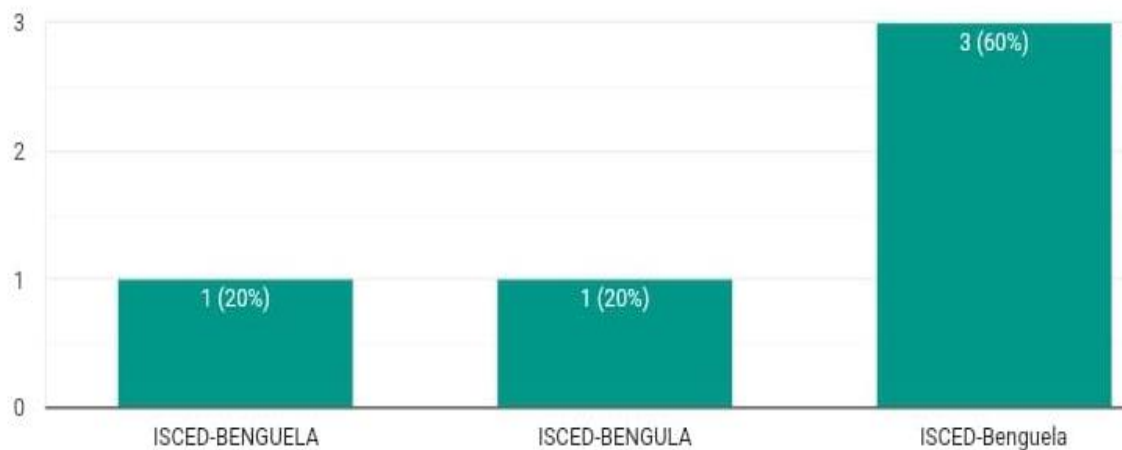
Note. Responses from 116 ELT students to Question 20 of the students questionnaire.

Considering the challenges hindering students independent reading, in Figure 1, most students (47) matching 40.5% point out the lack of own books to read independently, 37.9% (44 students) mentioned the poor library for their speciality, 37.1% (43 students) mentioned the lack of motivation to read, 27.6% (32 students) evoke time constraints owing to their jobs, 22.4% (26 students) indicated lack of Internet accessibility, and 20.7%, standing for 24 students, pointed out the lack of reading skills as the challenge impeding them from becoming independent readers.

3.2.3. Presentation of Findings from the Lecturers Questionnaire

As described in Section 3.1.3, the lecturers questionnaire contains a section on demographic information which encompasses the lecturers' institution, the department, their position in the institution, and teaching experience time. There are 15 questions composing the questionnaire, grouped into three categories: multiple-choice, inventory, and open-ended questions. Five lecturers answered the questionnaire, whose findings will be exposed through figures and descriptive texts.

Figure 32: The Lecturers' Institution



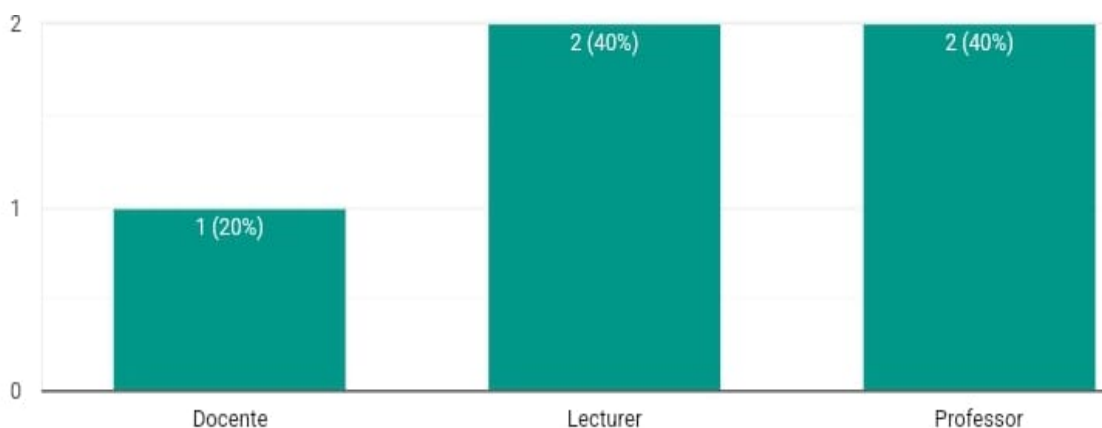
Note. Responses from 5 ELT lecturers to detail 1 of the demographic information in the lecturers questionnaire.

Regarding the lecturers' institution, as shown in Figure 32, all the inquired lecturers (5), representing 100%, are from the same institution, which is ISCED-Benguela.

- **Department**

According to responses from detail 2 of the demographic information section in the lecturers questionnaire, all lecturers, standing for 100%, are from the Department of Modern Languages - DELM (Departamento de Ensino de Letras Modernas) at ISCED-Benguela

Figure 33: The Lecturers' Positions in the Institution



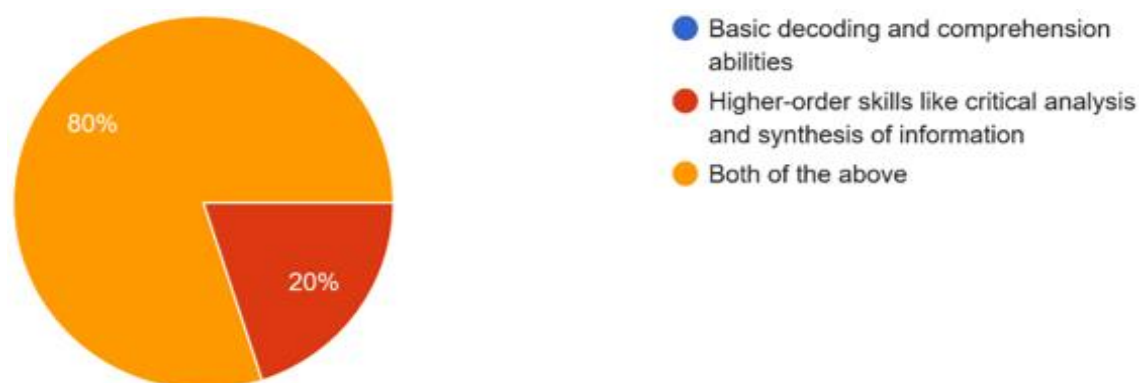
Note. Responses from 5 ELT lecturers to detail 3 of the demographic information in the lecturers questionnaire.

Relating to the lecturers' positions, all of them (5), which equals 100%, are lecturers.

- **Teaching Experience Time**

The last detail of demographic information in the lectures questionnaire reveals that all lecturers have been teaching for more than 10 years.

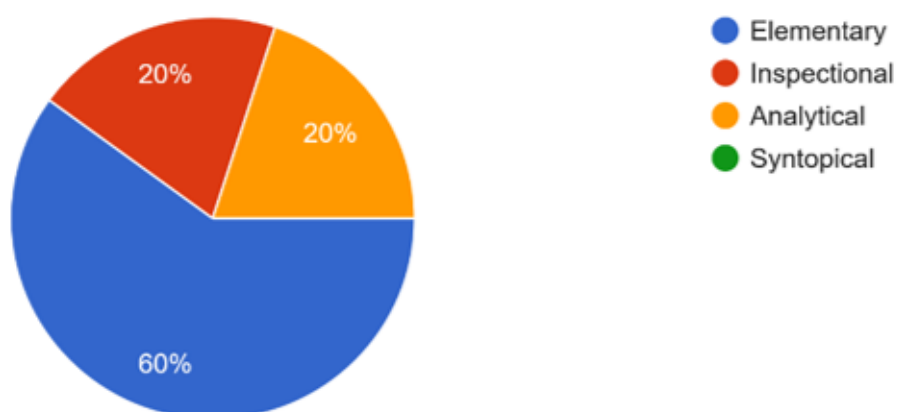
Figure 34: Lecturers' Definition of Reading Skills



Note. Responses from 5 ELT lecturers to Question 1 of the lecturers questionnaire.

Trying to have an idea of the lecturer's definition of "Reading Skills, in Figure 34, the greater number of them (4) corresponding to 80%, as shown in the chart, define Reading Skills as the basic decoding and comprehension abilities, and as higher-order skills like critical analysis and synthesis of information, and 20% of lecturers (1) define it as higher-order skills like critical analysis and synthesis of information.

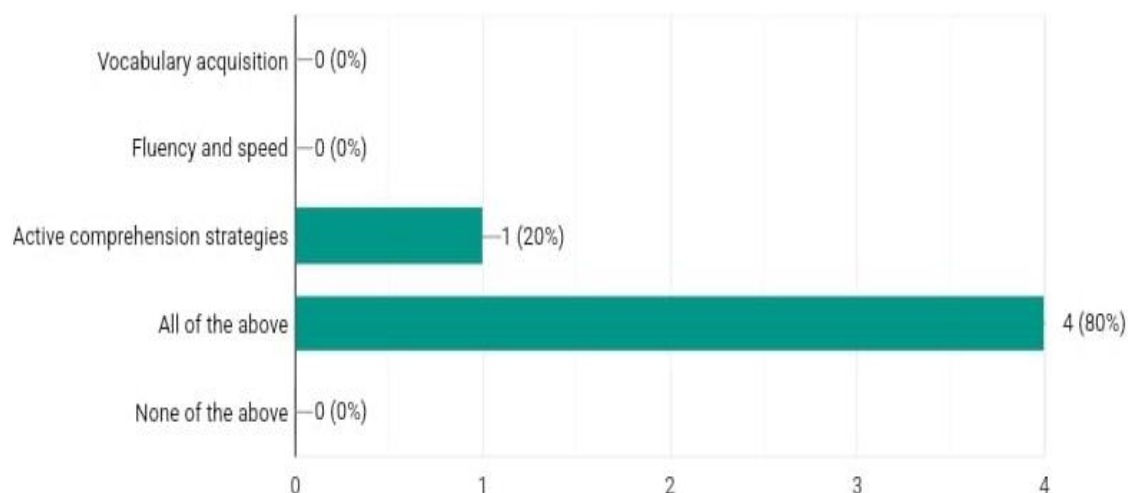
Figure 35: Lecturers' Classification of their Students' Reading Level



Note. Responses from 5 ELT lecturers to Question 2 of the lecturers questionnaire.

On the issue of classification of the students' reading level, Figure 35 displays that 60% of lecturers (3) classify their students' reading level as elementary, 20% (1 lecturer) classify it as an inspectional, and the other 20% (1 lecturer) see it as analytical.

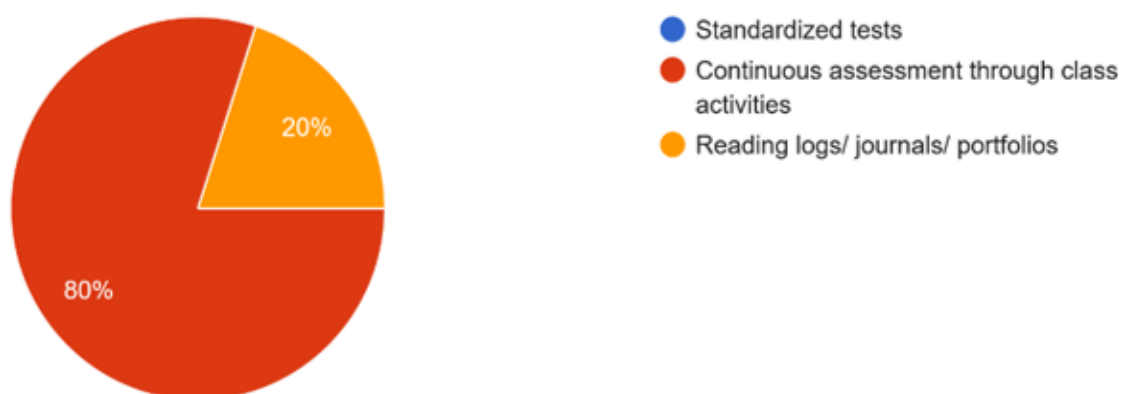
Figure 36: Crucial Components for Effective Reading Skills



Note. Responses from 5 ELT lecturers to Question 3 of the lecturers questionnaire.

Concerning the components for effective reading skills, Figure 36 makes it clear that 80% of lecturers (4) point out the three mentioned components (vocabulary acquisition, fluency and speed, and active comprehension strategies) as crucial for effective reading skills, and 20% (1 lecturer) mirrors active comprehension strategies as key to effective reading.

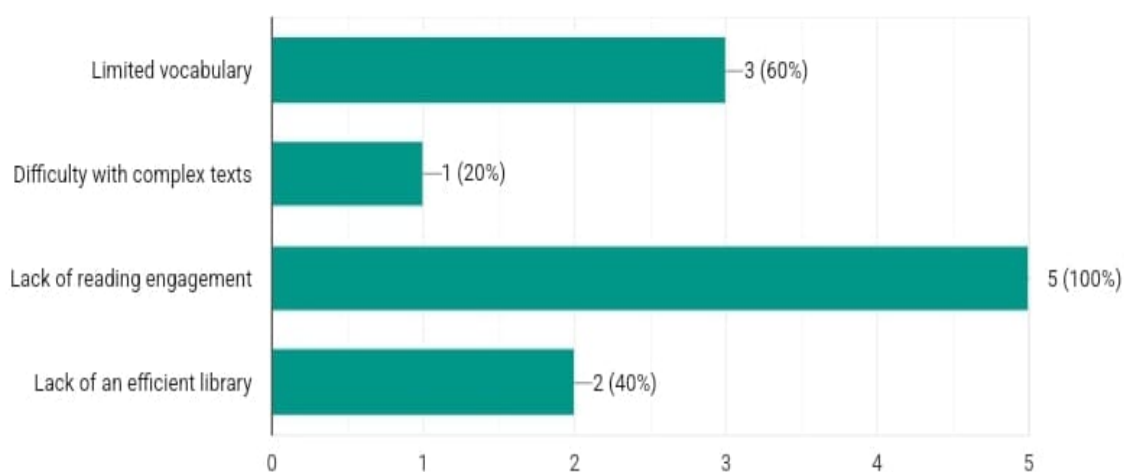
Figure 37: Assessment Methods for Evaluating Students' Reading Skills



Note. Responses from 5 ELT lecturers to Question 4 of the lecturers questionnaire.

According to Figure 37, on the assessment methods for reading students, four (4) lecturers, equivalent to 80%, mentioned continuous assessment through class activities as the most appropriate to evaluate students' reading abilities, 20% (1 lecturer) highlighted reading logs/ journals/portfolios as the most effective.

Figure 38: Common Challenges Blocking Students' Reading Skills Development



Note. Responses from 5 ELT lecturers to Question 5 of the lecturers questionnaire.

Regarding the challenges blocking students' reading skills development from lecturers' perspectives, Figure 38 mentions that all lecturers, proportional to 100%, pointed out the lack of reading engagement as the main challenge, 60% (3 lecturers) mentioned limited vocabulary, 40% (2 lecturers) referred to the lack of an efficient library as the main challenge, and 20% (1 lecturer) pointed out the difficulty with complex texts.

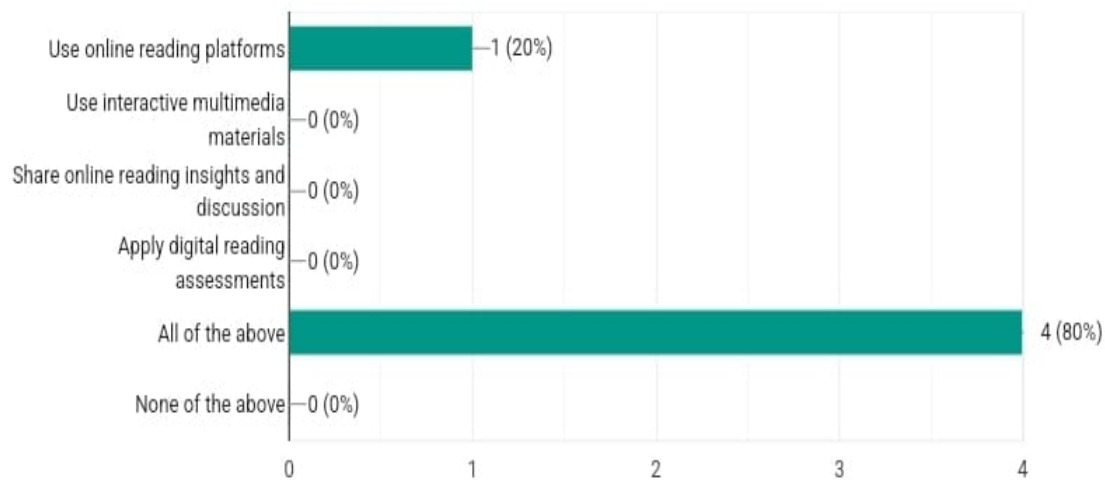
Considering the reading autonomy teaching strategies, the next Figure 39 illustrates that 80% of lecturers (4) find collaborative reading as more helpful strategy to foster reading autonomy, other 80% from 4 lecturers are addressed to extensive reading as helpful for students reading autonomy, 60% (3 lecturers) highlighted independent reading, 40% equivalent to two (2) lecturers referred to scaffolded reading, other 40% (2 lecturers) reported intensive reading, and 20% of the lecturers (1) mentioned all the strategies as key to developing reading autonomy.

Figure 39: Teaching Strategies for Improvement of the Students' Reading Autonomy



Note. Responses from 5 ELT lecturers to Question 6 of the lecturers questionnaire.

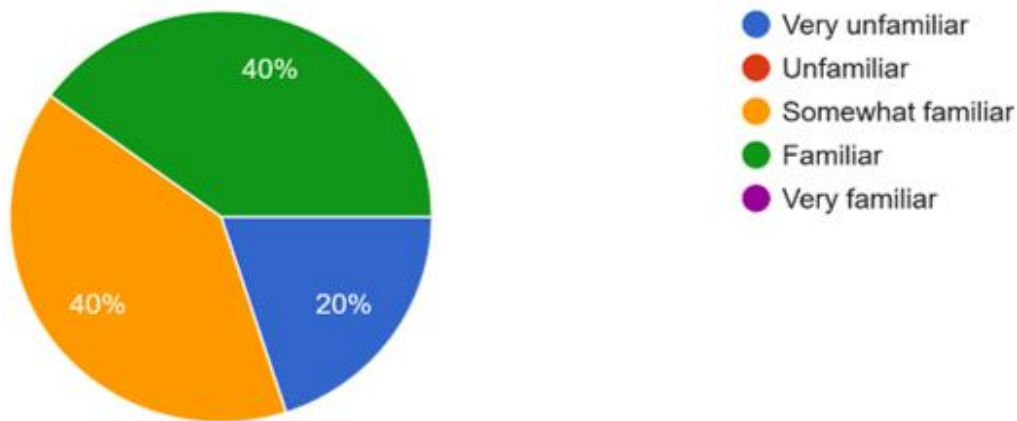
Figure 40: Technology Incorporation to Improve Students' Reading Skills



Note. Responses from 5 ELT lecturers to Question 7 of the lecturers questionnaire.

Figure 40, about how lecturers incorporate technology into teaching to improve reading skills, displays that the main portion of lecturers (4) corresponding to 80% point out all options encompassing the use of online reading platforms, use interactive multimedia materials, share online reading insights and discussion, and apply digital reading assessments" as helpful for students reading autonomy, and 20% (1 lecturer) mentioned only online reading platforms.

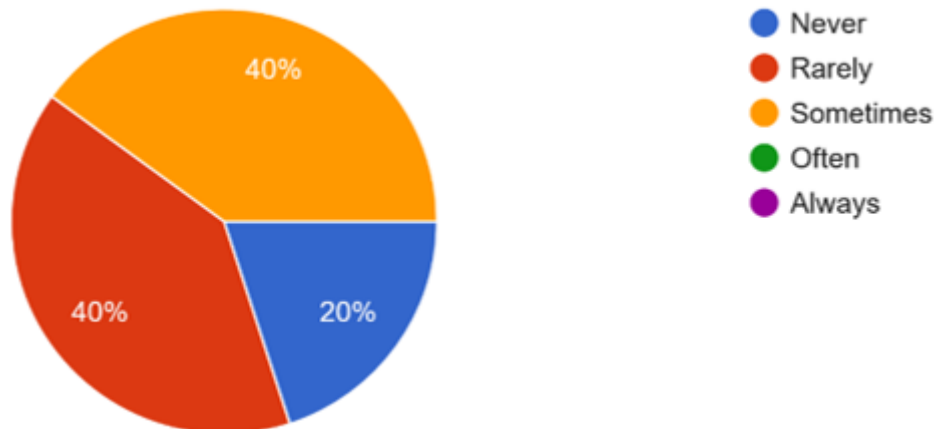
Figure 41: Lecturers' Familiarity with AI Tools for Reading



Note. Responses from 5 ELT lecturers to Question 8 of the lecturers questionnaire.

Concerning the lecturers' extent of familiarity with AI reading tools, Figure 41 shows that 40% of the lectures (2) is familiar with the AI reading tools, another 40% (2 lecturers) is somewhat familiar with them, and 20% (1 lecturer) is very unfamiliar with the artificial intelligence tools for reading purposes.

Figure 42: Lecturers' Use of AI Tools for Reading Purposes



Note. Responses from 5 ELT lecturers to Question 9 of the lecturers questionnaire.

In relation to the use of AI reading tools, Figure 42 demonstrates that 40%, representing two (2) lecturers, rarely use the AI reading tools, 40% (2 lecturers) sometimes use them, and 20% (1 lecturer) never use them.

Figure 43: Lecturers' Attitude Towards the Use of AI Tools for Developing Students Reading Autonomy



Note. Responses from 5 ELT lecturers to Question 10 of the lecturers questionnaire.

As displayed in Figure 43, it is evident that, unanimously, the five lecturers, standing for 100% of the inquired population, find the use of artificial intelligence tools as useful in reading autonomy development.

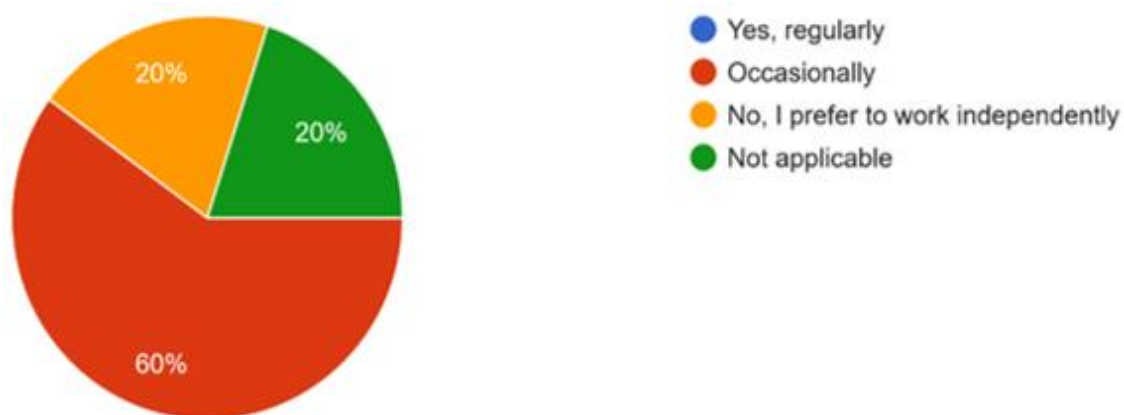
Figure 44: Feedback Provision on the Students' Reading Tasks



Note. Responses from 5 ELT lecturers to Question 11 of the lecturers questionnaire.

Looking at the issue of feedback provision on students reading assignments, Figure 44 reveals that 60% of lecturers (3) use written feedback on assignments, oral feedback during class discussions, and rubrics or grading criteria, 20% (1 lecturer) use only written feedback on assignments, and other 20% (1 lecturer) use oral feedback during class discussions.

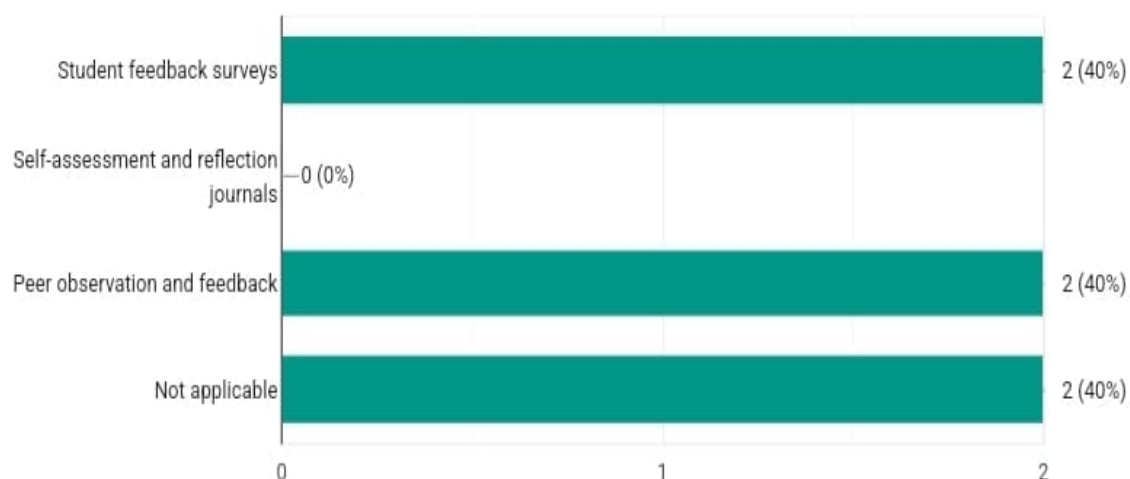
Figure 45: Lecturers' Collaboration to Enhance Students' Reading Skills



Note. Responses from 5 ELT lecturers to Question 12 of the lecturers questionnaire.

Figure 45, on lecturers' collaboration to improve students' reading skills, illustrates that 60% corresponding to three (3) lecturers occasionally collaborate with their peers to foster students reading skills, 20% (1 lecturer) prefer to work independently, and other 20% (1 lecturer) said it is not applicable.

Figure 46: Lecturers' Self-Assessment Methods to Develop Students' Reading Skills



Note. Responses from 5 ELT lecturers to Question 13 of the lecturers questionnaire.

Checking the lecturers' reflections on self-assessment methods to develop reading skills, Figure 46 reports that 40% equivalent to two (2) lecturers use student feedback surveys to reflect on reading development methods, similar percentage to the previous (40%) equally representing two (2) lecturers use peer observation and feedback; and other 40% (2 lecturers) do not apply reflections on the reading skills teaching methods.

Figure 47: Lecturers' Thoughts on Emerging Trends in Reading Skills Development at University



Note. Responses from 5 ELT lecturers to Question 14 of the lecturers questionnaire.

Reflecting on the emerging trends in reading skills development in higher education, the preceding Figure 47 demonstrates that 60% of lecturers (3) think all the mentioned trends are emerging at this level of education; other 60% (3 lecturers) emphasize encouraging autonomous reading as an emerging trend, 40% (2 lecturers) think that incorporating more digital resources is the most emerging trend, 20% (1 lecturer) believe in the focus on diverse reading materials, and other 20% (1 lecturer) advocate for the integration of reading skills with other disciplines.

- **Question 15 from the Lecturers Questionnaire**

Regarding the lecturers' suggestions on teaching methods, institutional infrastructures, library resources, and collaboration among departments to encourage students' reading autonomy, five responses have been collected from the respondents, and in presenting the respective data, I will address individual respondents as lecturers 1, 2, 3, 4, and 5.

Lecturer 1

"Collaboration among departments is better productive to foster reading autonomy on students content area, which would help them acquire both specialist and vocabulary in English".

Lecturer 2

“Library resources”

Lecturer 3

“Library resources”.

Lecturer 4

“The teaching methods should be more appropriate to encourage reading autonomy. The instructional infrastructure must fit the students’ reading needs such as offering adequate reading areas in the library and other places in the open air around the institution. The library needs to be equipped with more ELT books, and diverse, to offer the students a wide range of reading choices. And collaboration among departments is a great necessity to cooperate in the identification of the students’ reading gaps and respond to the more effectively”.

Lecturer 5

“The implementation of appropriate methodology and infra-estruure [sic] for adequarem [sic] students reading engagement”.

3.2.4. Presentation of Findings from the Library Observation

The library observation method was devised to check the conditions available in the library of ISCED-Benguela. Its findings were collected through the observation chart in Appendix H. The chart structure consisted of three preliminary elements comprising the observer’s name, the institution name, and the observation date; and five categories of observed aspects: infrastructure, reading materials, technological sources, services, and staff.

The findings presentation will be descriptive, considering the order of categories mentioned above. Thus, the first category (infrastructure) encompasses four elements: bookshelves, reading area, staff area, and computers. According to the observation results, the bookshelves were rated as satisfactory; the reading area, staff area, and the computers need improvement. The second category (reading materials) consisted of two subcategories- intensive and extensive. The intensive subcategory included textbooks, course books, reference books, articles,

and journals. For these elements, the findings reveal that the first three elements need improvement, and the last ones are not applicable. The extensive subcategory covers short stories, novels, magazines, newspapers, self-improvement books, and autobiographies. Regarding these elements, the chart shows that all of them are not applicable. The third category (technological sources) involved e-books, CD-ROM collections and databases, audiobooks, online articles, online journals, and digitised electronic documents. It was found that all six elements are not applicable. The fourth category (services) consists of material lending and inter-library loan, internet facility, reprography, bookbinding, and user education and information literacy. The observation findings mention that all these services are not applicable. Finally, the fifth category (staff) with three elements: library administrator, qualified librarians, and subject-specialised librarians. Concerning these aspects, the first was rated as good; the second needs improvement, and the last one is not applicable.

3.2.5. Findings Presentation from the Experiments

The experiments of interactive reading strategies were based on two broad reading approaches - IR and ER, underlying this research. Therefore, they were conducted through ER assignments and IR assignments. These experiments aimed at maximising students' reading practices in both approaches to develop a liking for reading, good reading habits, and enhance reading motivation. Saying it in another way, I intended to explore how much students can read within the interactive ER and IR assignments.

3.2.5.1. Extensive Reading Experiments

Three (3) ER assignments were conducted in two months' time, from 14 January to 11 March 2025. These assignments covered integrated interactive reading strategies, such as scaffolded reading, literature circles, book clubs, peer feedback and collaboration, choice-based assignments, reading response journals, and teacher conferencing. The assignments involved assignment questions, reading materials (books) and reading tools. The books were freely selected by students, and

the tools consisted of RLs and RJs to record the reading activities. Every assignment covered two (2) private meetings of each group, for reading experiences, sharing, peer feedback and collaboration, reading tools completion, and presentation rehearsals. Moreover, apart from the private meetings, they also had formal presentations of their books in the classroom. Due to the absence of the researcher in the research field, during the experiments, both private group meetings and book presentations were videoed for records and evaluation. For further information on the IR experiments results, the following Table 6 reports the number of books read in groups and individually, and the reading tools, also completed and submitted in groups as well as individually.

Table 6 presents the ER results from three (3) assignments. Each assignment was expected to last for a week, as the time length in brackets. Thus, in assignment 1, each reading group (RG) read 1 book, using the Literature Circle as the main reading strategy, each member of the group filled in 1 RL, and the whole group filled in 1 RJ for reading activities recording. As a result, at the end of the assignment, the whole class read 6 books, filled in 36 RLs and 6 RJs. In the second assignment, each RG was divided into two subgroups. So, the whole RG read 2 books, one for each subgroup, filled in 6 RLs, one from each member, and 2 RJs for the books read, that is, 1 from each subgroup. In the end, the entire class read 12 books, filled in 36 RLs and 12 RJs. In the third assignment, each member of the group read one book, making a total of 6 books for the group, filled in 1 RL and 1 RJ, for a total of 6 RLs and 6 RJs. Finally, in this assignment, the class read 36 books, filled in 36 RLs and 36 RJs.

Table 6: Extensive Reading Assignments Results

Reading Groups	Assignment 1 (14 – 21 Jan. 2025)			Assignment 2 (28 Jan. – 04 Feb. 2025)			Assignment 3 (04 - 11 Mar. 2025)		
	Books	RL	RJ	Books	RL	RJ	Books	RL	RJ
RG1	1	6	1	2	6	2	6	6	6
RG2	1	6	1	2	6	2	6	6	6
RG3	1	6	1	2	6	2	6	6	6
RG4	1	6	1	2	6	2	6	6	6
RG5	1	6	1	2	6	2	6	6	6
RG6	1	6	1	2	6	2	6	6	6
Total	6	36	6	12	36	12	36	36	36

Note. Legend: RG- Reading Group **RL-** Reading Log **RJ-** Reading Journal

Considering the results of each assignment in the ER experiments, the class read 54 books, whose bibliography list is in Appendix Q, and filled in 108 RLs and 54 RJs. For the samples of completed RLs (vide Appendix R1) and RJs (vide Appendix R2) from assignment 1, from assignment 2 see Appendices S1 and S2, respectively, and from assignment 3 check the Appendices T1 and T2.

3.2.5.2. Intensive Reading Experiments

Different from the ER assignments, the IR assignments consisted of two (2) assignments in a fortnight, from 18 to 31 March 2025. Similarly to the preceding assignments, these utilised integrated interactive reading strategies. The assignments involved assignment questions, reading materials (articles) and reading tools. The articles students read were freely selected by them, within the ELT materials scope, and the tools consisted of RLs and RJs to record their reading activities. Every assignment covered two (2) private meetings of each group, for reading experiences, sharing, peer feedback and collaboration, completion of reading tools, and presentation rehearsals. Moreover, apart from the private

meetings, they also had formal presentations of their articles in the classroom. For the absence of the researcher from the research field, during the experiments, both private meetings in groups and article presentations in class were videoed for records and evaluation. Thus, for presentation of IR experiments results, the table below reports the number of articles read in groups and individually, and the reading tools completed and submitted in groups and individually.

Table 7: Intensive Reading Assignments Results

Reading Groups	Assignment 1 (18 – 24 Mar. 2025)			Assignment 2 (25 – 31 Mar. 2025)		
	Articles	RL	RJ	Articles	RL	RJ
RG1	1	6	1	6	6	6
RG2	1	6	1	6	6	6
RG3	1	6	1	6	6	6
RG4	1	6	1	6	6	6
RG5	1	6	1	6	6	6
RG6	1	6	1	6	6	6
Total	6	36	6	36	36	36

Note. **Legend:** **RG**-Reading Group **RL**-Reading Log **RJ**-Reading Journal

Table 7 presents findings from two IR assignments. The first assignment ran between 18 and 24 March 2025, and the second between 25 and 31 March 2025. Regarding the first assignment, the table shows that each RG composed of six members read one (1) article, completed six (6) RLs, that is, one from each member, and the whole group completed 1 RJ for the book read. In the end, summing up, the whole class read 6 articles, completed 36 RLs and 6 RJs. In the second assignment, each group read 6 articles, one from each member, completed 6 RLs and 6 RJs, that is, one from each member correspondingly. As a result, for this assignment, the class read 36 articles, completed 36 RLs and 36 RJs.

The results from both assignments indicate that for the IR experiments, the class read 42 articles, completed 72 RLs and 42 RJs. Additionally, for evidence of the

completed reading tools, see the samples of RLs in Appendix U1, and RJs in Appendix U2 from assignment 1. And find the completed RLs and RJs from assignment 2 in Appendices V1 and V2, respectively. The list of articles read, in both assignments, is also attached in Appendix W.

All considered, from the ER experiments covering three assignments and the IR experiments involving two assignments, I generated Table 8, in Appendix X, reflecting the number of materials read, as well as the completed and submitted reading tools by each student in both experiments. The table reveals that each student read 5 materials consisting of 3 books and 2 articles; and filled in 5 RLs and 5 RJs. That is, three logs from the ER experiments and two logs from the IR experiments, and three journals from the ER experiments and two journals from the IR experiments.

3.2.6. Findings Presentation from the Students Posttest

Having run a students' pretest at the beginning of the experiments, the post-test was administered to the same 36 ELT students at ISCED-Benguela, at the end of the experiments. The findings will be displayed in tables, obeying the sequence of four groups of the test structure: Table 9 on group I (Reading and book structure) covering four questions, Table 10 on group II (Reading skills and strategies) with four questions, Table 11 on group III (Intensive reading) consisting of six questions, and Table 12 on group IV (Extensive reading) containing four questions. The heading of each table shows the question group, the number of each question in the group, the number of answers provided by students in three categories: correct, wrong, and not given, followed by corresponding percentages.

Table 9: Students' Knowledge of the Concept of Reading and Book Structure

Question Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group I	Q1	36	0	0	100.0%	0.0%	0.0%
	Q2	35	0	1	97.2%	0.0%	2.8%
	Q3	33	3	0	91.7%	8.3%	0.0%
	Q4	33	2	1	91.7%	5.6%	2.8%
Total	4	137	5	2	380.6%	13.9%	5.6%

Note. Responses from 36 ELT students to Group I questions of the posttest.

Table 9, generated from Group I, shows that question 1 (Define reading in your perspective) has thirty-six (36) correct answers, which corresponds to 100% of the answers, and there were no wrong or not given answers. For question 2 (Differentiate reading as a skill from reading as a process), thirty-five (35) answers equivalent to 97.2% are correct, no wrong answers, and one (1) that equals 2.8% was not given. Regarding question 3 (Mention the three basic components of a book structure), thirty-three (33) answers, that equal to 91.7%, are correct, three (3), covering 8.3%, are wrong, and none are not given. For question 4 (Mention two parts of each mentioned component in question 3), thirty-three (33) answers, equivalent to 91.7%, are correct, two (2), standing for 5.6%, are wrong, and one (1), representing 2.8%, was not given.

Table 10: Students' Knowledge of Reading Skills and Strategies

Question Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group II	Q1	34	0	2	94.4%	0.0%	5.6%
	Q2. a	34	0	2	94.4%	0.0%	5.6%
	Q2. b	34	0	2	94.4%	0.0%	5.6%
	Q2. c	34	0	2	94.4%	0.0%	5.6%
Total	4	136	0	8	377.8%	0.0%	22.2%

Note. Responses from 36 ELT students to Group II questions of the posttest.

Regarding Table 10 from Group II, question 1 (Differentiate reading strategy from reading skill) with thirty-four (34) answers, representing 94.4%, are correct, there are no wrong answers, and two (2) answers, standing for 5.6%, were not given. For question 2.a (Explain skimming), thirty-four (34) answers covering 94.4% are correct, no wrong answers, and two (2) answers corresponding to 5.6% were not given. In question 2.b (Explain scanning), thirty-four (34) answers matching 94.4% are correct, no answer is wrong, and two (2) answers equivalent to 5.6% were not given. Finally, question 2.c (Explain detailed reading), thirty-four (34) answers representing 94.4% are correct, there are no wrong answers, and two (2), standing for 5.6%, were not given.

Concerning the next Table 11, from group III, question 1 (Mention three (3) characteristics of intensive reading) has thirty-four (34) correct answers, which stand for 94.4%, no answer is wrong, and two (2) corresponding to 5.6% were not given. In question 2. a (Key idea in sentence a), three (3) answers covering 8.3% are correct, thirty-one (31) matching 86.1% are wrong, and two (2) matching 5.6% of the answers were not given. For the next question 2.b (Key idea in sentence b), seventeen (17) answers representing 47.2% are correct, seventeen (17) proportional to 47.2% are wrong, and two (2) answers equivalent to 5.6% were not given. For question 3.1. a (Main idea of the paragraph), sixteen (16) answers equalling 44.4% are correct, twenty (20) standing for 55.6% are wrong, and there were no given answers. For question 3.1.b (Pattern of the paragraph), there were

twenty-six (26) correct answers corresponding to 72.2%, seven (7) answers representing 19.4% were wrong, and three (3) matching 8.3% were not given. The last question 3.1.c (Function of the pattern mentioned in b), twenty-five (25) answers are correct, which stand for 69.4%, nine (9) answers equating 25% are wrong, and two (2) answers represented by 5.6% were not given.

Table 11: Students' Knowledge of Intensive Reading

Question Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group III	Q1	34	0	2	94.4%	0.0%	5.6%
	Q2. a	3	31	2	8.3%	86.1%	5.6%
	Q2. b	17	17	2	47.2%	47.2%	5.6%
	Q3.1. a	16	20	0	44.4%	55.6%	0.0%
	Q3.1. b	26	7	3	72.2%	19.4%	8.3%
	Q3.1. c	25	9	2	69.4%	25.0%	5.6%
Total	6	121	84	11	336.1%	233.3%	30.6%

Note. Responses from 36 ELT students to Group III questions of the posttest.

Regarding Table 11, from group III, question 1(Mention three (3) characteristics of intensive reading) has thirty-four (34) correct answers, which stand for 94.4%, no answer is wrong, and two (2) corresponding to 5.6% were not given. In question 2.a (Key idea in sentence a), three (3) answers covering 8.3% are correct, thirty-one (31) matching 86.1% are wrong, and two (2) matching 5.6% of the answers were not given. For the next question 2.b (Key idea in sentence b), seventeen (17) answers representing 47.2% are correct, seventeen (17) proportional to 47.2% are wrong, and two (2) answers equivalent to 5.6% were not given. For question 3.1.a (Main idea of the paragraph), sixteen (16) answers equalling 44.4% are correct, twenty (20) standing for 55.6% are wrong, and there were no given answers. For question 3.1.b (Pattern of the paragraph), there were twenty-six (26) correct answers corresponding to 72.2%, seven (7) answers representing 19.4% were wrong, and three (3) matching 8.3% were not given. The

last question 3.1.c (Function of the pattern mentioned in b), twenty-five (25) answers are correct, which stand for 69.4%, nine (9) answers equating 25% are wrong, and two (2) answers represented by 5.6% were not given.

Table 12: Students' Knowledge of Extensive Reading

Question Group	Question Number	Students' Answers			Answers Percentage (%)		
		Correct	Wrong	Not Given	Correct	Wrong	Not Given
Group IV	Q1	32	2	2	88.9%	5.6%	5.6%
	Q2	36	0	0	100.0%	0.0%	0.0%
	Q2.1	35	0	1	97.2%	0.0%	2.8%
	Q2.2	34	0	2	94.4%	0.0%	5.6%
Total	4	137	2	5	380.6%	5.6%	13.9%

Note. Responses from 36 ELT students to Group IV questions of the posttest.

Table 12, from Group IV, displays that in question 1 (Mention three (3) characteristics of extensive reading), thirty-two (32) answers matching to 88.9% are correct, two (2) representing 5.6% are wrong, and two (2) equalling 5.6% of the answers were not given. Regarding question 2 (Four titles of the books you read last year), thirty-six (36) answers covering 100% are correct, and no answer was wrong or not given. In question 2.1 (Write the summary of a book mentioned in the preceding question 2), thirty-five (35) answers, representing 97.2%, are correct, none for wrong answers, and one (1) answer, standing for 2.8%, was not given. And, for question 2.2 (How long did it take to read each of those books mentioned in question?), thirty-four (34) answers equating to 94.4% are correct, none are wrong, and two (2), equivalent to 5.6% of the answers, were not given.

Summarising, the findings above displayed the responses provided by students in three categories: correct, wrong, and not given, in each question of the four groups encompassing the posttest. Looking at the students' global performance in the test, as shown via Table 5, in Appendix P, the results inform that out of 36 students, one (1) student had 8 points, this represents 40% of success in the test; two (2) students had 11 points standing for 55% of success; three (3) students managed to get 12 points equivalent to 60%; three (3) students had 13 points

standing for 65%; two (2) students got 14 points covering 70% of success; six (6) students managed to have 15 points corresponding to 75%; five (5) students had 16 points represented by 80%; thirteen (13) students had 17 points matching 85%; and one (1) student got 18 points equal to 90% of the post-test success.

The third chapter focused on the research methods utilised in the research and presented of the data collected in the field employing the students pretest and posttest, students and lecturers questionnaires, the library observation chart, and experiment tools. The coming chapter will concentrate on the analysis and discussion of these data by considering the various theoretical postulations from the researchers and scholars mentioned in the literature review.

CHAPTER IV: INTERPRETATION AND DISCUSSION OF FINDINGS

Having dealt with the Research Methodology in the previous chapter, this one mirrors the analysis and discussion of the findings, regarding how they are supported by the literature and the conclusions arising from the analysis and discussion. In the following sections, I will first look at the analysis and discussion of the findings from the students pretest, next, the students questionnaire results, followed by the examination of findings from the lecturers questionnaire, the library observation, the experiments, and then the students posttest.

4.1. Interpretation and Discussion of Findings from the Students Pretest

Concerning the students pretest results, the analysis and discussion will be made considering the sequence in which the statistical tables were presented in Section 3.2.1. Thus, first, I will concentrate on Table 1, reporting the answers from students to questions in Group I, which was intended to check the students' background knowledge on the concept of reading and the overall structure of a book. Looking at the answers provided by the students in the first two questions, the correct answers were represented with 97.2% for question 1, which demands a definition of reading from their perspective, and 91.7% for question 2, requiring the difference between reading as a skill and reading as a process. According to the findings displayed in the table, it is evident that the students had some comfort in answering those questions. This reveals that they already have some ideas about what reading consists of and the difference between being a process and a skill. Prior knowledge of these concepts is necessary for students to raise their awareness about what reading, in general, involves and requires from them as readers. Reflecting on reading as a skill and reading as a process, Lolino (2014, p. 5) states that the ability to convert the print into information entails interactive psychological processes between the reader and the reading material involving perception and interpretation, as well as the decoding and critical thinking skills referred to in Section 2.7.2.3. The fact that most of the questions have been answered correctly implies the students' understanding of the reading concept. However, it is imperative to reinforce their perception of how the reading process occurs while

interacting with printed materials and help them develop the ability to select and use suitable strategies and skills in different reading situations.

Contrarily to the preceding findings, in the last two questions of the group, we can see an increase in the number of wrong and not given answers varying between 75% wrong and 16.7% not given for question 3, about the mention of three basic components of a book structure, and 16.7% wrong and 52.8% not given answers for question 4 which requested indication of two parts of each mentioned component in question 3. These results show a huge disproportion with the correct answers given and indicate a gap in the students' background knowledge of book structure, which is a fundamental aspect to master for anyone embarking on the reading journey. Knowing where to find specific information in a book or any reading material is a metacognitive skill, constituting a step ahead for students' familiarisation with information through consideration of its nature beforehand. The metacognitive skills mentioned in Section 2.7.2.6 highlight problem-solving skills embodying the ability to plan, monitor, and evaluate the reading students do, including the choice of strategies to use, as one of its instances, which is essential in developing reading literacy.

Concerning Table 2 about the students' answers to Group II covering four reading skills and reading strategies questions, the results demonstrate that all questions had more than 60% of correct answers. Putting this information in another way, question 1 about differentiating reading strategy from reading skill had the highest percentage of correct answers (94.4%), followed by question 2.c which required students to explain what detailed reading consists of with 86.1%, and question 2. a on explaining the skimming strategy having 75%, as well as question 2.b about explaining the scanning strategy which had 63.9%. The overall analysis of the results from this group denotes an increase in students' comfort in answering the questions posed, compared with the first group's results.

In reading literacy development, students are required to have an idea of what differentiates reading strategies from reading skills, what they consist of, and their uses and procedures in actual reading situations. Both reading approaches - IR and ER discussed in Section 2.4 and its subsections, use these strategies and skills in several ways. For example, detailed reading is common in IR as the approach

focuses on careful reading to learn from text information and language analysis, aiming at a deep understanding of the content. Likewise, scanning and skimming are equally essential in this approach to locate specific information in reading materials, answer questions about a text, identify the overall structure of reading material, and summarise the contents while reading. On the other hand, ER that involves reading a wide range of materials for pleasure to improve fluency and comprehension, build good reading habits, and enrich readers' background knowledge, also involves the last-mentioned strategies in its reading procedures.

The schools' duties mentioned in the introductory quotation by Moats (2020, p. 4), in Section 2.4, denote a challenge for the ELT lecturers since it is their responsibility to teach these strategies and skills in the classroom to empower students with abilities to use them efficiently in their reading assignments and develop overall reading literacy skills.

Before analysing the results in Table 3 from Group III of the pretest, let us note that the questions in this group were intended to check the students' background knowledge of the IR approach. It consisted of six questions. The first question was about mentioning three characteristics of IR, the second and third required identifying the key ideas of sentences, and the last three questions were about identifying and mentioning the main idea, pattern, and function of a paragraph. Looking at the findings gathered from the students' answers, in contrast to the two previous tables 1 and 2, the current one portrays very low scores. Clarifying, the correct answers to the questions in this group were under 50%. As can be read in the table, question 1 managed to have 44.4 % correct answers and this was the highest of the group, followed by question 3.1.a about mentioning the main idea, and question 2.b covering the identification of the key idea in sentence b, each with 22.2% and 16.7% respectively, next comes question 2.a about identifying the key idea in sentence a) with 5.6% of correct answers, and the last two questions 3.1.b on the pattern of paragraph and 3.1.c on the function of the pattern mentioned in b) did not have any correct answer. In this table, the percentage of wrong and not given answers was twice as high as those of tables 1 and 2, which indicates that the IR issues in general, and more especially those related to the last two questions, are critical concerns to consider in helping these students improve their reading skills.

To address students' IR abilities, the issues mentioned in Section 2.7, namely the reading curriculum, teaching practices, the source of reading materials, both physical and digital ones involving the use of technology, the school instructional policies, and the student motivation, must be pondered thoroughly. Moreover, within teaching practices, the instructional strategies such as explicit instruction of reading strategies and the scaffolding strategy, discussed in Sections 2.7.2.1 and 2.7.2.2, are some of the significant aspects to take into consideration in developing students' IR skills, while doing reading tasks in the classroom. Regarding these aspects, Ha et. al. (2024, p. 77) point out that explicit instruction of strategies such as scanning, skimming, detailed reading, evaluating the nature of ideas as facts, opinions or both, finding key ideas in sentences and main ideas in paragraphs, identifying the structure of a text, and writing summaries of contents read, raising questions while reading, and adopting specific reading approaches to extract meaning from a text in authentic reading contexts, have a meaningful impact on reluctant readers; which is the condition that characterizes the students under research in this study. On the other hand, referring to classroom reading scaffolding, Chinpakdee and Gu (2024, p. 296) emphasise its use to assist students with direct guidance in reading literacy instruction, especially at an early stage, and minimise it as students start showing mastery of those strategies. Being so, the re-examination of the students' performance in the pretest, though they never had a reading subject in earlier grades, provides a significant indication of important reading aspects that lecturers need to teach through meaningful classroom-based practice to enhance students' reading skills.

The pretest results in Table 4, built from the students' answers to questions in Group IV based on the extensive reading approach, although all the questions were answered and had a better statistical representation of correct answers in comparison with the preceding table, a persistent characteristic of both results is that all the correct answers were under 50%. Interestingly, the highest percentage of correct answers in ER is 44.4%, the same as the highest percentage in IR results (vide Table 3). Additionally, each question of the four comprising group IV had more not-given answers, representing above 50% compared with groups II and III, which have the same number of questions. Thus, looking at detailed information, question 1, which was about mentioning three characteristics of ER, had 33.3% of correct

answers, which represents the minority, leaving the remaining 66.7% between wrong and not given answers. Concerning question 2, which required 4 titles of the books students read in the previous year, the results showed that 44.4% of the students read a book, on average, not the four titles as requested in the question, according to the gathered responses. Even though the percentage of wrong and not given answers, 55.6% altogether, surpasses the percentage of correct answers. This implies a gap in the students' reading habits and motivation, demanding action research on the student's motivation towards reading, having in mind the multi-dimensional nature of reading motivation reflected in Section 2.7.6, and more importantly, considering a reading intervention for these students utilizing interactive and engaging reading strategies presented in Section 2.8. These strategies, according to Raju (2020, p. 60), constitute a pathway for students' improvement of reading fluency and development of good reading habits affecting the overall reading comprehension and critical thinking skills, which are fundamental components of reading literacy.

The findings stemming from question 2.1, consisting of writing the summary of a book mentioned in question 2, revealed that 36.1% of the answers were correct, that is, the answers were given; however, contrasting with 8.3% of wrong answers plus 55.6% of not given answers, totalizing a gap of 63.9% in students' engagement with books. In addition, analysing the result from the subsequent question 2.2, which requested the amount of time students invested in reading the books mentioned in question 2.1, it can be read from the table that the results resemble those from question 2.1. However, it is important to note that the gap between the correct answers and the wrong as well as the not given answers makes a huge difference in the students' overall ER practice. It denotes the lack of reading habits, which may be based on a shortage of reading incentives coupled with the lack of collaborative and engaging ER strategies. As a result, in this work, I devote thorough attention to the proposed strategies in the aforementioned Section 2.8 as contributing elements to reverse the current Angolan ELT students' situation at ISCED-Benguela concerning reading literacy development. Reading literacy is crucial to students' academic performance and achievement, besides their overall well-being as future ELT professionals and citizens concerned with contributing to

the progress of the country in diverse perspectives, with emphasis on education, by having reading literacy skills as an indispensable tool for lifelong learning.

In a nutshell, having gone through the interpretation and analysis of the findings in Tables 1, 2, 3 and 4 of the pretest results in Section 3.2.1, I noticed that none of the questions reached 100% of correct answers and most critical results are in Tables 3, 4 and the two last questions of Table 1, what denotes serious intervention on IR and ER strategies and a wide-ranging knowledge of a book structure. Moreover, all the “not given” answers in these tables reflect the students' lack of knowledge related to those questions, which led students to leave them unanswered. Consequently, the global statistical table exhibiting the students' scores in the pretest (vide Appendix P) indicates that 29 students, equivalent to 80.6%, out of 36 composing the class, had low scores ranging between 5% and 45%.

4.2. Interpretation and Discussion of Findings from the Students Questionnaire

Drawing attention to the analysis and discussion of the results obtained from the student's questionnaire, I start by reminding you that the questionnaire with twenty (20) questions was delivered to one hundred and sixteen (116) Angolan ELT students at ISCED-Benguela, from year 1 to year 4, and it was intended to gather information about these students reading habits, in general, and autonomous reading strategies. Besides the number of questions it comprises, it also includes a section on demographic information of the students such as age, gender, and the year of graduation or schooling year. Hence, the sequence of interpretation and discussion of the results will obey the order the figures were presented in Section 3.2.2.

Figure 9 about students' age indicates that the students' age range goes from 18 to 38 years. However, the greater portion of students is made up of those aged between 18 and 22 years, constituting 44.8% of the students. Since the survey involved students from every year, this portion may represent, in greater part, the students from years 1 and 2. And the remaining age ranges from 23 to 38 years, represented by 55.2% altogether, may be of those students doing years 3 and 4. Nevertheless, considering the statistical data from Figure 11, which indicates the

number of respondents per year of the undergraduate programme, the last age groups also include some students from the first two years.

In this research context, the required minimum age to enter university is 18, but most of them do it over this age, owing to several factors, as mentioned in Sections 1.2.2; 1.2.4; 1.2.5 and 1.2.7 such as occupations, financial problems, and the limited number of candidates entering the ELT speciality at ISCED-Benguela every academic year, which is 35 students, allowing those students with better results in the entrance examination, and leaving the majority for the forthcoming academic years. Furthermore, making a point about occupational factors, most of those overaged students are primary and first-cycle school teachers, and a greater number of them work in villages, towns, and even other provinces far from Benguela.

Taking into consideration that Figure 10 shows that the gender issue of the student population entering the ELT speciality at ISCED-Benguela is asymmetrical. That is, there is a huge difference in numbers between male students, represented with 72.4%, and female students with 27.6%. The findings obtained here contrast with the general view of many researchers on the issue of gender differences in foreign language learning in Europe and Asia. For example, Huang (2023, p. 543), having conducted research in China and Japan, found out that women tend to be in more privileged positions than men, in terms of quantity and attitude towards foreign language learning. While men find foreign language learning a tedious process, women are more willing to learn new languages due to their high interest in interacting with people from other cultures. This view is also shared by Kheder and Rouabhia (2023, p. 98) in stating that women are better language users than men. For that reason, in many companies around the world, today, jobs linked to interpretation and translation are generally occupied by female professionals.

Examining the ideas above, I believe that cultural backgrounds have an impact on foreign language learning. In my research context, men tend to be more interested in English language learning and demonstrate a more positive attitude towards it than women. Consequently, we find more boys than girls in private foreign language schools and ELT teacher training schools at both secondary and university levels. One thing I can agree with Kheder and Rouabhia is the fact that the few female ELT students we have are, in fact, careful English language users.

Regarding Figure 11, the statistics indicate that most of the questionnaire respondents are students from year 2 with 31%, followed by 25% of year 3 students, and then come year 1 and year 4 students with 23.3% and 20.7% respectively. The reason why all year 2 students and most of those from year 3 answered the questionnaire might be linked to the fact that I teach those classes, and I requested them to complete the questionnaire many times. According to the institutional statistics of the student population in all specialities at ISCED-Benguela in the academic year 2024/2025, the ELT speciality has 171 students enrolled, including students who are writing their monographs for the awarding of the bachelor's degree. However, out of the preceding total number, I managed to have 116 students who completed the questionnaire, the number standing for the sample, as indicated in Section 3.1.3.1. I think this sample is representative of the whole ELT student population in this research.

Figure 12 provides information on students' attitudes towards reading in English, stemming from the first question of the questionnaire. Examining the findings gathered from this question, most of the students represented in 69.8% find reading in English a very important skill, and 25.9% regard it as simply important. Some were neutral about the other three options offered, that is, 2.6%, and a very low number of students found it somewhat important. Concentrating on the first two percentages, which totalize 95.7%, demonstrate the relevance of reading in English for these students. The significance of reading literacy in academic and social life is emphasised in the introduction of the work and throughout the literature review. In the view of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO, 2019, p. iii), reading literacy is an essential component of citizenship education and the economic growth of a nation. Furthermore, a synthesis made from the views shared by Fatimah (2019, p. 41) and Tabiati (2016, p. 86), in Section 1.6.1, underline reading skills development such as decoding, making inferences, and critical thinking by reading as the basic component in reading instruction to support cognitive abilities. These abilities encompass efficient information processing, memory enhancement, and problem-solving skills, which are necessary human skills to handle various daily social life situations. Consequently, once students perceive the benefits of reading literacy, I believe they can develop a positive attitude

towards it and engage more in individual and collaborative reading assignments. That means teachers are responsible for raising students' awareness about the impact of reading on their improvement through effective reading strategies and incentives to heighten their reading motivational levels, as clarified in Section 2.7.6. Summing up, students' attitude to language learning, including reading skills, determines their success in the process and is likely to affect their academic achievements.

Referring to the students' reading experience in English, the results in Figure 13 informed that 16.4% of the students evaluate it as being very good, most of them equivalent to 41.4% see it as good, 37.1% find it acceptable, and only the minority represented by 5.2% admit it to be a poor experience. Although these results come from the general group of 116 students surveyed, if we compare them with the focus group's results in the pretest presented in Section 3.2.1, and summarized in Table 5 in Appendix P, the percentages of the first two groups of students, in Figure 13, describing their reading experience as very good and good respectively, both making the total of 57.8%, do not establish correspondence with their achievements in the pretest. According to the analysis of the table mentioned above, only 7 students, matching 19.4%, had good results in the test. Moreover, the results from Table 3 about IR and Table 4 on ER, both found in Section 3.2.1, imply that students have not had enough reading practice, which naturally affects the quality of their reading abilities. Consequently, it is crucial to bear in mind the challenges teachers are expected to face in helping these students develop their overall reading skills.

Figure 14 reported that nearly half of the students population, that is 49.1%, use e-books; physical books and articles are used by 29.3%, and a few of them, 20.7%, use online articles. Unexpectedly, 0.9% of the students have introduced a new option "pdf", which is, in fact, not part of the reading media categories. The preference of most students for e-books and online articles in our context, apart from being the media that provide students with more updated information for their course topics, it may also be related to the shortage of physical ELT materials in the school library, and more critically the absence of materials to encourage ER, as reported in the results from the library observation. The few physical materials found in the school library are some ELT methodology textbooks and course books.

This information implies that 29.3% of students who use physical books and articles may refer to the hard copy materials teachers provide to students for classes, and the private books students buy for self-study. In general, despite the unavailability of Internet facilities in the institution, as mentioned in the library observation results, the use of online materials among teachers and students is a common practice, which obliges them to make individual investments on the Internet. This matter is discussed in Section 2.7.3, in which Gopal (2024, p. 116) affirms that libraries and digital resources are fundamental assets of schools for information supply. In support of this statement, Li (2023, p. 572) advocates for the modernisation of university libraries to meet the students' reading needs in higher education.

The significant and wide use of online sources of information by both teachers and students of the ELT speciality, at ISCED-Benguela, requires expertise in selecting credible sources to guarantee the quality of materials used. So, offering a specialised training on digital literacy skills to teachers and students, as Wu & Wu (2024, p. 1) recommend, could be a substantial help in maintaining high standards of university education.

The results in Figure 15, based on the materials students use the most, provide complementary information to Figure 14. Clarifying this complementarity, Figure 15 displays that 74.1% of students' most read materials cover textbooks, followed by 50% of those reading more course books. Additionally, there is a replication of the number and percentage of the students reading more magazines and newspapers, academic journals and articles, covering 19.8% of each category, followed by 15.5% of students who read novels the most. The findings on the categories of materials students read with more frequency indicate the kind of reading approach they prioritise. Looking at high percentages of the first two categories, two hypotheses can be reflected on: whether students prioritise IR over ER, or whether they do so because ER materials are not available in the library. Regardless of the response to these hypotheses, the reading demands originate from the assignments lecturers set for students. Being so, it seems that students are more engaged in reading course contents related to methodology, linguistics, and general language learning for their teaching practice, than literature contents, which is one

of the three knowledge areas of the ELT speciality at ISCED-Benguela, according to the curriculum referenced in Section 1.2.6. Literature contents embed a great deal of ER materials, including novels, short stories, autobiographies, self-improvement books, magazines, newspapers, etc. Sections 2.4.1 and 2.4.2 elaborate on the relevance of combining both approaches – IR and ER, in reading instruction. While IR focuses on detailed reading for thorough comprehension, which involves analysis and synthesis, and language learning in the classroom (Purbayani, 2023, p. 21); ER, on the other hand, focuses on general comprehension of texts and the development of reading habits (Day & Bamford, 2005). Furthermore, ER has positive effects on building learning autonomy due to the sense of independence and accountability it offers to students in the learning process.

In summary, considering the three knowledge areas of the ELT curriculum and the reading gap students demonstrate, 33.3% of the content taught in the speciality should be allocated to ER, which is implicit in the literature area, to help students improve their reading practice in and outside the classroom.

Analysing the results from Figure 16, about the students' reading frequency, the greater part of them, represented by 34.5%, reported that they read several times a week, followed by 28.4% of those who read every day, and 16.4% only read when necessary. The last two groups of students (12.9%) read only once a week, and 7.8% of them rarely read. If we look at the percentages presented here, the reading frequency is too low. None of the groups reached 50% at least. Relating these results with those from Figure 15, it can be inferred that most of the reading the students do is linked to IR since the materials they read the most are textbooks and course books. On the other hand, this fact makes me believe that most of them only read when teachers assign reading tasks, which denotes a lack of reading autonomy.

According to the concept and principles of reading autonomy discussed in Sections 2.1 and 2.3, one of the most important aspects is accountability for their learning. If students read only when they are requested to, then they are not taking responsibility for their learning. So, it is important to encourage them with engaging and interesting reading tasks, which in my opinion, can be offered by CRS suggested in this work. The more students read materials chosen by themselves, the more they

are likely to feel motivated and read with enthusiasm, psychological feelings that influence their reading autonomy.

As for the issue of the amount of time length students spend on daily reading in Figure 17, most of them, that is, 44% read more than 30 minutes and less than one hour every day, 20.7% read when they are required to, 19.8% read less than half an hour, and the last two groups, one, standing for 12.1%, reads more than 1 hour, and the other (3.4%) reads more than 2 hours. Drawing a summary from the comparison among these percentages, only 15.5% of the students read more than 1 hour daily, and the greater part of them, corresponding to 84.5%, read less than 1 hour. Moreover, from this majority, 19.8% spend less than 30 minutes on reading, besides those students (20.7%) who were not precise in numbers. This imprecision does not allow us to quantify the amount of time the larger group spends on reading. Many factors might contribute to the reasons why many students do not allocate enough time to reading; two of these factors may be the lack of time, because of their professional occupations, and the lack of motivation, because the reading they undertake is not interesting or captivating. If we reconsider the findings on the materials students read the most in Figure 15, we can assume that most of the reading they do within this stated amount of time is intensive, and reading intensively is very often linked to assessment purposes through writing essays or tests, which very rarely offers joy for reading. Students do it because it is compulsory, otherwise, they fail the assessment.

Regarding the students' motivation to read, reported in Figure 18, it is clearly stated that most of the students, that is, 62.9%, get motivated to read for self-improvement. Academic reading is appreciated by 22.4% of the students, a reduced number of them, 11.2%, get motivated to read for entertainment reasons, and very few of them, 3.4%, are influenced by the societal reading environment. The results presented here confirm part of our assumptions on the reasons why students invest a short time in reading, according to Figure 17, which is related to the lack of reading motivation. The highest percentage of the students who are motivated to read for self-improvement reasons denotes a necessity to be offered an opportunity to read materials of their interest, instead of being under the obligation to read for assessment most of their time. The motives of many students choosing to read for

self-improvement stems from two basic reasons: first, the educational system implemented in the country does not offer enough inputs for their integral personal growth; the second motive is based on the current unprosperous social, economic and political conditions of the country, such as the lack of job opportunities, insignificant social assistance to citizens including inefficient public services, as well as the non-existence of substantiated policies for youth development. These factors have motivated many young people in the country, including these students, to embark on the entrepreneurship world. In general, entrepreneurship demands know-how, which can be acquired through reading varied books for self-improvement. Being so, analysing the students' context, the 3.4% of those who get motivated to read by social influence could also be taken, on the other hand, as part of those interested in reading to improve their social conditions.

Referring to 22.4% of students who are motivated to read for academic assignments, this percentage represents students' accountability to academic demands. It may either represent those students who are employed already but interested in improving their ELT skills and academic qualifications, or those who see their training in ELT as a precondition to have their first jobs, as referred to in Section 1.2.7. In the end, both groups of those reading for self-improvement and academic purposes aim at bettering their social and economic conditions. All in all, reading is present in a wide range of situations. If students are incentivised to read through encouraging and interesting tasks, it can minimise the reading pain and benefit both their academic and socio-economic ambitions.

Paying attention to Figure 19, covering the findings on the place where students read the most, nearly all students, standing for 90.5%, read at home. The remaining 9.5% is shared among students who read in the classroom (3.4%), in the school library (2.6%), outdoors (1.7%), workplace (0.9%), and anywhere (0.9%). Reading is a vital cognitive activity for academic contexts and life in general. It demands psychological conditions such as motivation, concentration, and perception, coupled with environmental conditions comprising comfort, peacefulness, lighting, and accessibility to a range of materials to support the students' reading needs. These conditions are fundamental to ensure successful reading comprehension. Therefore, while reflecting on the enormous differences in

percentages of the students reading at home in comparison with those reading in the classroom and the school library, at the same time considering our social context and cultural customs, a question arises in my mind: Is it true that home offers better conditions for reading than a school library? It is a rhetorical and thought-provoking question whose responses are based on contextual circumstances. The preference of almost all students for choosing the home as the most common reading environment, in Figure 19, signals insufficiencies in terms of students' proper physical reading environments. The findings from Figures 14 and 15, and library observation, provide the answer to the question raised above. The library does not offer enough reading materials for ELT students; for this main reason, students use more electronic materials that they download on their personal computers and digital mobile phones. In addition, the library does not provide comfortable reading areas, enough computers for students, and other necessary services such as photocopying, binding, inter-library book loans, etc., besides inaccessibility to internet infrastructure, which is a general problem of the institution. Hence, there are not enough reasons that would attract the ELT students' attention to read in the school library. Conversely, even though Tabiati (2016, p. 88) claims that a home environment that encourages reading books can promote an independent reading culture and post-reading debates, an assertion that I also agree with, in most cases, reading at home has many disadvantages, such as distractions, noise, and family or friends interruptions which negatively affect concentration and consequently hinder comprehension.

The subject of reading environment is associated with social-environmental factors, discussed in Section 2.6.3, which emphasise that a supportive school reading environment involving equipped libraries, suitable reading spaces, and access to technological infrastructures aids students' concentration and enhances motivation to read. This is also confirmed in Section 2.7.2.5 by Loh et al. (2017, p. 1), stating that reading material availability, specific reading places, and a reading ecology are essential elements to establish students' good reading culture. To summarise, the ideal place for reading should be favourable to psychological and necessary material conditions for maximum concentration and effective reading.

Coming to the number of books students read in a month, according to the results in Figure 20, nearly half of the students population covering 45.7% read one book during a month, this percentage is followed by those who read two books, identified with 19.8%, and 19% of them hardly ever finish reading one. The other two groups mentioned three and four, or more books in a month, which corresponds to 6% and 9.5% respectively. Surprisingly, none of the students admitted to not having read any book for a month.

The number of books read by students in a certain length of time, week, month, term, semester or year, may imply the students' level of reading motivation or the demand of academic tasks. Examining the percentages displayed in Figure 20, the students standing for 35.3% read more than two books, on average, during a month. Thus, both percentages related to students who read 1 and 2 or more books a month making a total of 81% do not seem to be reliable, since according to the pre-test, table 4, and question 2 which is about the number of books students read in the previous year, only 16 students which correspond to 44.4% of the focus group with 36 students, mentioned some titles of books they read. Moreover, in the follow-up question 2.1 about writing the summary of one of the books they read, from the same table, 3 out of 16 students who answered the preceding question correctly did not write the required summary; that is, only 13 students, matching 36.1%, wrote their summaries. On the other hand, mentioning the number of books students read, in general, without specifying the kinds, whether extensive or intensive, and the number of pages of each book might have influenced the percentage on behalf of the ELT global population who read 1, 2,3 or even more books, considering the data in Figure 20. However, sustaining the perspective I hold, reinforced by evidence from related findings, the percentage of the focus group should represent the global one, different from the enormous gap we can infer from the results.

According to Figure 21 about the reading activities students use in the classroom, originating from an inventory question, each activity was expected to reach 100% of responses from students. Nevertheless, in a group of ten activities only two had significant percentages, namely "reading texts and analysing them with the teacher's guidance" pointed out by 72.4% of the students, and the second, "sitting in groups and reading the same book for discussion and summary writing"

which was mentioned by 40.5%. The other eight activities had less than 17% each, with the critical ones under 10% encompassing “performing scripts based on books they read” which had (6%), “choosing a book of interest and sharing the insights with peers in a group” with 1.7%, “doing reading competitions for rewards” represented with 1.7%, and 0.9% for “private tutorial with the teacher for feedback on their reading experience”, and none of the students mentioned “keeping reading response journals for discussion”. The data collected here is part of the answer to students’ reading reluctance. The most pointed out activity, with 72.4%, refers to scaffolding reading (vide Sections 2.7.2.2 and 2.8.1). It is a strategy centred on the student and used in the classroom with the teacher’s guidance. As reinforced by Chinpakdee & Gu (2024, p. 296), scaffolding reading activities are classroom-based activities which involve the teacher in providing direct support to students while dealing with reading tasks. They are designed to rehearse and monitor students’ learning of reading strategies and techniques taught at different stages of the lesson, such as brainstorming and setting a purpose on the reading topic, skimming and scanning, presentations and discussions. These activities are essentially applicable to the intensive reading approach.

The second activity with a significant percentage (40.5%), in comparison with subsequent activities, denotes “Literature Circles”, one of the interactive reading strategies proposed in Section 2.8.2. They are collaborative strategies that consist of creating groups of students who are given the freedom to choose a book of their interest, read it, and discuss its contents to collect different points of view from the members of the group (Wexeler, 2021, p. 465; Navitasari et al., 2021, p. 65). It is an indispensable strategy in reading literacy instruction to encourage critical thinking skills, develop a liking for reading, and enhance motivation. The activities based on Literature Circles can be done either in the classroom or outside the classroom. Reflecting on the students’ response to this activity, there is a huge difference between the preceding activity and the succeeding ones, which are also activities based on interactive reading strategies. The students might be confused with sitting in groups to solve intensive reading tasks, which is common in their lessons. Besides, Literature Circles involve enough preparation of a range of books for students’ choice and reading instruments such as RLs and RJs. In a nutshell, looking at the scaffolding reading, which is frequent in their lessons, and the less

weighty percentages attributed to subsequent activities, I can conclude that students have not been engaged in extensive collaborative reading assignments, which hampers their reading autonomy development.

Regarding the use of technology in reading tasks, Figure 22 highlights one most used tool “e-readers or digital reading apps” mentioned by 47.4% of the students, followed by the “use online libraries and databases” with 27.6%, and “interactive reading platforms with annotations and highlights” and “text-to-speech software or audiobooks” were pointed out by 13.8% and 8.6% respectively. 6% of the students said they use the four mentioned technological tools, and 23.3% did not mention any of the tools above.

The issue of technology use in higher education institutions goes hand in hand with accessibility to related infrastructures, such as computers and the Internet. Looking at the percentages above, we can see that not even half of the student population uses technological resources for reading, and 23.3% admitted clearly that they do not use any reading tool, which indicates a shortage of these important supports in the institution or a lack of the students’ digital literacy. However, the information on the nonexistence of these infrastructures is confirmed in the results in the next Figure 23, results from the library observation and the lecturers questionnaire. Most of the students who manage to use these resources it is on behalf of individual expenses.

The relationship between technology and reading literacy development is discussed in Section 2.7.4. Technology in higher education constitutes one of the priorities to connect institutions to the global world to ensure good teaching and research practices and high-standard qualifications, which are universally recognisable. Rodrigues et al. (2021, p. 1), for example, mention this necessary link as indispensable in education and other social arenas. Additionally, Baron and Mangen (2021, p. 254) acknowledge that technology gives students the possibility of having options to choose from to diversify their reading and learning sources. Further, technological tools are equally beneficial to lecturers. Besides providing support reading materials, with the advent of AI tools, technology saves lecturers’ time in lesson planning, and materials design, and helps to create more interactive and engaging lessons. As a result, university institutions must have efficient and

effective policies to assist both students and lecturers with the necessary reading resources, functional infrastructures, and digital literacy skills to ensure successful reading literacy development in higher education.

The findings on locations with internet accessibility for students, in the institution, displayed in Figure 23, confirm that most students do not benefit from the institution's internet infrastructure. Making it clear through detailed specifications, more than half of the student population, that is 69%, do not have access to the internet in any location of the institution. Unexpectedly, 23.3% mentioned the library as a place where the internet is accessible. Other indicated places with internet access include the classroom, auditorium, playground and surroundings, and all locations, each with an insignificant percentage under 3.5%. These results prove the reason why not all students use technological tools in reading assignments, as shown in Figure 22. Subsequently, disagreeing with the responses from students who mentioned the library and other places in the institution, I think they might have referred to the use of private internet on their mobile phones, since it is commonly known that the institution does not provide internet accessibility because it is a nonexistent infrastructure, yet.

The role of the internet in higher education has implicitly been referred to, in the analysis of Figure 22, while referring to the advantages of technology in education in the current century. However, I claim for the implementation of efficient and effective institutional policies to set up technological infrastructures not only in favour of promoting reading literacy among university students but also as an elementary requirement for higher education institutions in the 21st century. Thus, further information on how these kinds of institutional problems can be handled, Section 2.7.5, about collaboration in educational institutions to develop reading literacy, provides practical insights. It encourages collaboration among the institution members, including students, and institutional partners or collaborators, in dealing with situations affecting the three basic factors: physical environment, instructional conditions, and institutional policies (Tristianari, 2023, p. 162). Considering the demands of reading literacy development in a formal educational institution, like ISCED-Benguela, it is concludable that all the above-mentioned factors are negatively affected. The situation constitutes an enormous concern since

it impedes students from developing the essential skills and competencies to cope with future challenges and responsibilities as ELT professionals, as well as lifelong readers and learners in post-university life.

Focusing on Figure 24 about students' familiarity with AI tools for reading. Regardless of the greater part of students, standing for 61.2%, who mentioned their familiarity with AI tools, the percentage of those who are not familiar with these tools, represented by 38.8%, is reasonably significant.

It is commonly believed that integrating AI tools in reading literacy instruction is an efficient strategy to help students develop reading skills that allow them to interact and explore valuable information from complex texts. Effective interaction with reading materials has a positive impact on the student's performance and achievement in academic environments. Thus, the high percentage of students who mentioned being familiar with AI reading tools gives us the impression that they use these tools in reading tasks. But looking at the data provided in Figure 25, we can see that only 34.5% are familiar with the AI reading tools, and this percentage is under those who admitted not being familiar with the tools in Figure 24, as they represent 38.8%. It seems that we are before two incompatible data. However, what can be concluded from 61.2% in Figure 24 is that it might have included those who are not familiar with the tools, as such, but have heard about them. The data related to familiarity in Figure 25 seems to be more realistic than the one mentioned in the figure analysed in locus. This information suggests the need for students' training in AI tools so that they can fully explore its advantages in reading literacy development.

The current Figure 25 is closely related to the previous one. It sought to check the extent to which students are familiar with AI reading tools. The data gathered revealed that the greater part of students, corresponding to 34.5%, are familiar with these tools. This group of students is followed by those who are somewhat familiar and unfamiliar, with nearly equal percentages standing for 26.7% and 27.6% respectively. The remaining percentage is shared between students who are very familiar with the tools (5.2%) and 6% of those very unfamiliar. The data here, compared to the findings in Figure 24, seems to present a realistic idea of the students' familiarity with AI tools for reading. On the other hand, examining the

current findings about the data provided in Figure 26, which is about students who have used AI tools for reading tasks, we can see that the percentage of students who often use these tools is 8.6%, which does not represent those who declared familiarity with the AI tools in this figure. Again, this reinforces the idea that students need to be assisted with training in AI technology to make effective use of the AI reading tools.

Regarding students who have used AI tools for reading tasks, according to Figure 26, a larger portion of students, equivalent to 37.9% of students, never used AI reading tools, followed by students who sometimes use them, and those who rarely use AI tools for reading assignments. Then, a smaller portion of the students who often use them, and another even smaller portion of those who always use the tools, matching 8.6% and 2.6% correspondingly. The subtle variation in the percentage of students who manifested to be very unfamiliar with the AI reading tools (6%) in Figure 25 and the 37.9% of students who never used these tools for reading in Figure 26 indicates that students do not perceive the idea of being familiar with something. Once more, it validates my suspicious inference while analysing the findings in Figure 24, by stating that most of the students who said they were familiar with AI tools might have heard about them, and did not know that being familiar with an AI tool implies having knowledge to use it. Being so, I reiterate the need to provide the students with the know-how to use AI technology.

Figure 27 confirms specific AI reading tools students use, as mentioned in Figure 26. According to the findings in the present figure, nearly half of the students do not use any AI tool for reading. Interestingly, two groups of students indicated ChatGPT and Google Bard with 36.2% and 21.6% respectively. The other three tools were mentioned with minor percentages under 3.5%, namely Bing Chat (3.4%), Khan Academy and Wiseone with 1.7% each, respectively. ChatGPT, contrary to other AI reading tools, is largely pointed out in the figure because it is the most referenced AI tool among students in that educational context. Regardless of the way students use this tool, I think it is necessary to monitor and ensure that it is being used efficiently and effectively to develop their reading literacy. For this reason, lecturers should be highly educated in digital

literacy skills to help students and raise their awareness about any innovative technological trends in education.

Regarding students' attitudes towards the use of AI tools for reading purposes, Figure 28 shows that most of the students, equivalent to 35.3% of the entire population, find it helpful, 20.7% of the students consider it as somewhat helpful, only a few of them corresponding to 6.9% find it very helpful. The second group of indecisive students, standing for 22.4%, avoided expressing their opinions on the usefulness of AI reading tools. As for the third group expressing negativity towards these tools, many of them, represented by 10.3%, think AI tools are unhelpful, and the remaining part of the group, 4.3%, finds the use of these tools very unhelpful.

The first group of students, summing up 62.9%, based on the analysis of the results in this figure, recognise the usefulness of AI tools in reading literacy development. The indecisive group and those showing negativity, making a total of 37%, may include those students who never used AI tools for reading purposes, as shown in Figure 26, consequently, they did not point out any tool in Figure 27. All considered, the last two groups might not have any information about the importance of the tools under analysis, for three possible reasons: because lecturers do not talk about them in class, the students lack curiosity in digital matters, or they cannot afford private internet including a digital phone or computer, what impedes them from trying out these AI reading tools.

Referring to the source of students' recommendations for books to read, Figure 29 reported that nearly half of the students (49.1%) get reading recommendations from lecturers. Friends and family stand for the second most indicated source with 28.4%. Online reviews are the third mentioned by 10.3%, libraries and bookstores were pointed out by 8.6% of the students, and a minority, standing for 3.4%, do not get recommendations.

In general, most books students read are recommended by lecturers, including those mentioned in the course bibliography. Depending on the reading purpose and the course, lecturers may recommend intensive or extensive reading materials. In most cases, intensive reading materials entail classroom-based activities under the lecturer's guidance, as referred to in Section 2.8.1. Here, the

students cannot interfere with their reading interests. Contrarywise, in extensive reading, students have the freedom to choose books they like, and they can get recommendations of books from people close to them, such as family, friends, and schoolmates. In addition, sometimes, while surfing the internet, students find online book reviews suggesting books to read or even get suggestions from a specialised librarian.

The choice pointing to “lecturers” as the main source of book recommendations, in Figure 29, denotes engagement of these students in intensive reading tasks; unless it refers to Literature and Reading Skills lecturers who could diversify their reading materials, shifting from the intensive reading approach to extensive one, and vice-versa, depending on the reading purpose. From this analysis, we can infer that the students are more involved in reading materials or books from their academic courses than in independent reading for pleasure.

From Figure 30, about independent reading and reading autonomy development, the findings show that 100% of the students believe in the influence of independent reading on learning autonomy. The strong belief expressed by all students indicates a positive attitude towards an approach in which students are granted freedom and responsibility to direct their learning instead of being dependent on lecturers. The intensive reading students generally do with the lecturer’s support in the classroom, as implied in Figure 29, is necessary in the early stages of reading instruction, considering that this is the moment in which students learn reading strategies and techniques. It demands the lecturer’s active involvement in guiding classroom reading to ensure students’ learning of the strategies taught and how they can use them in authentic reading situations, as referred to in Section 2.7.2.2. Yet, it is important to underline that as students start manifesting mastery of the reading strategies, they must be released from the lecturers’ full control. The reading students undertake independently, and more especially if it involves reading materials they are interested in, contributes greatly to students’ learning autonomy, which has positive effects on their academic performance.

Finally, reflecting on challenges that prevent students from becoming independent readers, as displayed in Figure 31, the majority of the students corresponding to 40.5% mentioned the lack of their books; the second main challenge points to the poor library for the ELT speciality with 37.9%, and this is followed by the lack of motivation to read, and time constraints owing to their occupations, represented by 37.1% and 27.6% respectively. Internet unavailability in the institution and the lack of reading skills, with 22.4% and 20.7% correspondingly, were also reported as challenges hampering their reading independence.

The current figure clarifies many of the issues raised in the previous figures related to reasons why the ELT students at ISCED-Benguela do not read enough on their own, as expected. A thorough examination of the challenges presented here leads to the conclusion that five main factors impede students' reading autonomy discussed in Section 2.5. These factors include a lack of books or reading materials in general, a lack of reading motivation, reading skills, internet inaccessibility, and students' occupational time constraints. In the absence of physical materials in the library, the internet can be taken as the main resort to cover this gap, besides helping students with AI tools to aid their reading practices. On the other hand, the lack of reading skills affects students' reading motivation, which can be powered by suitable interactive strategies for reading literacy improvement.

The challenges under analysis, in this figure, are related to the factors influencing reading autonomy dealt with in Section 2.6 and Section 2.7.5 on institutional collaboration in developing students' reading autonomy. In conclusion, if educational policies are effectively implemented in higher education, the students will benefit from prosperous instructional and environmental conditions in favour of reading literacy development.

4.3. Interpretation and Discussion of Findings from the Lecturers Questionnaire

The lecturers questionnaire was designed to gather information from lecturers' views on university students' reading development, in general, and more specifically on the strategies to foster their autonomous reading at ISCED-Benguela.

It has an introduction that presents the preceding objective and includes confidentiality and anonymity guarantees. The questionnaire comprises 7 multiple-choice questions, 7 inventory questions, and 1 open-ended question, making a total of 15 questions answered by 5 Angolan ELT lecturers at ISCED in Benguela.

This section centres on the analysis and discussion of the results gathered in the field, and they will follow the sequence in which they were presented in Section 3.2.3. Thus, the first issue to address is the lecturers' demographic information results, including institution, department, position, and teaching experience time. The first element is presented in Figure 32. The findings in this figure indicate that all lectures belong to ISCED-Benguela. This will help us collect reliable and credible responses on the issue under research since they all live the same professional experiences with the students under research.

- **Department**

Regarding the department lecturers belong to, the collected information mentions that 100% of them belong to the Department of Modern Languages (DELM-Departamento de Ensino de Letras Modernas) at ISCED-Benguela. This information complements the data from the element presented in Figure 32, considering that the ELT speciality of the students under research is part of the Department of Modern Languages.

As to Figure 33 about lecturers' position in the institution, though the figure reports 1 docente [sic] meant lecturer, 2 lecturers, and 2 professors, they all refer to professionals teaching at the university. Knowing that the lecturers under research have Portuguese as their official language, the first word "docente" related to position, was written in Portuguese owing to the lecturer's carelessness while completing the questionnaire.

- **Teaching Experience Time**

On the issue of teaching experience time, all lecturers mentioned having been teaching for more than 10 years. This experience time in ELT represents important information on the job since professionals are made as time goes by. Their accumulated experiences in teaching, all these years, are expected to have an impact on the way they solve students' academic difficulties, including reading ones.

Figure 34 provides data on lecturers' definitions of reading skills. Almost all lecturers, represented by 80%, define reading skills both as basic decoding and comprehension abilities and as higher-order skills like critical analysis and synthesis of information. And 20% of them have simply mentioned the second definition. Though all the answers provided here are correct, I believe that most of the lecturers tried to be inclusive in their responses, considering the elementary reading skills and the advanced ones. Whereas 20% of them might have matched the definition with the level of students under research.

The concept of reading skills has been mentioned throughout the paper, for example, in Section 2.1, it is referred to as the ability to make sense of information in texts to achieve reading comprehension; and Section 2.6.2 outlines different reading skills, such as decoding, inference-making, guessing the meaning of words from the context, and critical thinking skills. In summary, being aware of the ELT students' reading reluctance at the university level, both definitions provided by the lecturers make sense in the research context.

According to the findings from Figure 35, most of the lecturers (60%) pointed out the elementary reading level as characterising their students; 20% mentioned the inspectional level, and the other 20% indicated the analytical level. Elementary reading refers to the kind of reading offered at the early stages of reading instruction which involves basic decoding and comprehension skills; Inspectional reading denotes the ability to preview reading materials by identifying its components, such as the main parts of a book, parts of an article, to help location of specific information; Analytical reading is more advanced level, in comparison with the previous. It implies a deep analysis of information in the material. It is more likely to occur with intensive reading materials rather than with extensive ones. Syntopical reading is the most complex level of reading, which covers reading different materials on a topic to build own information from different perspectives. It encourages critical thinking skills.

Going back to the results gathered in Figure 35 and relating them to those in Figure 34, though 40% of lecturers rated the students as inspectional and analytical readers, which matches with their academic level; a thorough consideration on the greater portion of the respondents (60%), indicating

elementary level, leads us to assume that there is a persistent idea of associating these students with low reading proficiency.

About the components for effective reading skills, Figure 36 shows that vocabulary acquisition, fluency and speed, and active comprehension are substantial elements of making competent readers. This information was provided by 80% of the lecturers, and 20% revealed that active comprehension strategies are the most important.

The components mentioned in this figure drive us back to the concept of reading for a global perception of what they represent in reading literacy development. Reading entails psychological interaction with the print to extract direct or implicit meaning (vide Section 2.7.2.1). Both reading approaches, intensive and extensive, involve comprehension. However, the former demands more detailed comprehension, and the latter focuses on general comprehension, fosters reading fluency and speed, and vocabulary building. On the other hand, since any kind of reading requires basic reading strategies, which are learnt through explicit instruction involving intensive reading exercises, combining both approaches in reading literacy instruction can be more practical, to help students develop their general reading skills.

Concerning the assessment methods lecturers find appropriate to evaluate students' reading skills, Figure 37 demonstrates that most of the respondents, equivalent to 80%, mentioned continuous assessment through class activities. The minor portion, with 20%, indicated reading logs/ journals/portfolios, and no lecturer referenced standardised tests.

The emphasis put on continuous assessment through class activities suggests the most appropriate method, and reading logs/ journals/portfolios is the least. Analysing the results from another perspective, I think most of the lecturers mentioned the method they are familiar with and left behind the unknown one. Continuous assessment through class activities can be more practical in intensive reading tasks in which students feel compelled to do their best during the lessons, to get better results. In my point of view, this kind of assessment leads students to be more reactive than proactive as far as evaluation is concerned. It makes it difficult to infer the degree of their reading autonomy.

On the contrary, assessment through reading logs, reading journals, or reading portfolios can be more appropriate for extensive reading. In this approach, students are given the freedom to choose the reading materials they like, do independent work outside the classroom boundaries, take control of their learning, and collaborate with peers. All these activities characterise reading autonomy, which is the main goal of reading instruction.

According to the lecturers' opinions about challenges blocking students' development in reading skills, Figure 38 reveals that 100% of the responses point to the lack of reading engagement, followed by 60% for limited vocabulary, and 40% for lack of an efficient library. The difficulty with complex texts comes in the last position mentioned by 20% of the lecturers.

Throughout the analysis of the students questionnaire findings and this figure finding, I had an impression that though most of the reading activities done by the students and their attitudes towards reading do not reflect engagement in extensive reading, I was expecting good references about intensive reading. The lack of engagement mentioned by the lecturers confirms my scepticism about the students' reading reluctance, which makes them dependent on their lecturers. That means that because students do not demonstrate proactivity in their reading assignments, lecturers tend to devise classroom reading tasks to make students read. Regarding the second most mentioned challenge, if students are frequently involved in intensive reading activities, there will be few or no chances for them to expand their vocabulary. Extensive reading activities are ideal to help these students from the perspective of vocabulary development. Moreover, the lack of an efficient library, also confirmed by students, can be one of the reasons why students do not read extensively. Therefore, an adequate reading environment encompassing the availability of reading resources, the physical reading environment such as reading areas, reading culture among students, and incentives from lecturers, constitutes the main source of students' reading motivation. Finally, if students are encouraged to read through a single reading approach- intensive reading, they may have limitations in interacting with a wide range of reading materials, which limits their vocabulary growth, and consequently, they will not be able to interact with complex texts.

Considering Figure 39, which displays the results on teaching strategies to develop students' reading autonomy, ER and collaborative reading were the most mentioned strategies, with 80%, respectively. While independent reading was indicated as the third most effective strategy, with 60%. The following strategies with equal percentages (40%) are IR and scaffolded reading. Only 20% of lecturers mentioned all the strategies in the figure as effective in empowering students with reading autonomy.

The attainment of reading autonomy is the goal of reading instruction and the main feature of developed reading literacy. The issues of autonomy and reading autonomy are discussed in Section 2.1 for further understanding of their concepts. Resuming the analysis of the findings in Figure 39, the ER and collaborative reading strategies, rated with 80% respectively, are closely related, looking at their essence. The bulk of activities done in the ER are collaborative among students. Effective implementation of both strategies encourages the reading autonomy students need in higher education, while students, and for life, as professionals and reading citizens interested in self-improvement through autonomous learning. Similar to collaborative strategies, independent reading strategies, though rated at 60%, are essential elements of ER development. In reading literacy instruction, ER assignments are generally independent and collaborative. On the other hand, the equal percentage (40%) attributed to IR and scaffolded reading strategies is interesting, since both share the same characteristics, or better, one, the scaffolded reading can also be seen as a subset of the other. Thus, from a close look at the difference shown by percentages between intensive strategies and extensive ones, we can infer that lecturers are in favour of the implementation of the ER approach to assist the ELT students' reading needs at ISCED-Benguela. Finally, 20% of the lecturers who mentioned all strategies may view the strategies at the same level of relevance. However, it is difficult to infer the percentages they allocate to each reading approach.

On the issue of technology for improving students' reading skills, Figure 40 shows that nearly all lecturers, 80%, said that all technologies mentioned in the figure are indispensable in reading instruction. These technologies comprise online reading platforms, interactive multimedia materials, online reading insights and

discussions, and digital reading assessments. Among these tools, 20% of the lecturers indicated online reading platforms as more effective.

In the 21st century, the link between education and technology is unavoidable. There are many benefits to using technology to develop students' reading skills. All of them are useful, and the selection of each one depends on the nature and purpose of the reading task. For example, referring to the lack of physical reading materials in the library, students can resort to online reading platforms to download the necessary books or other materials to fulfil a reading task. However, technology involves the creation of conditions such as Internet accessibility and other related materials like computers, iPods, and digital telephones. In case of unavailability of these conditions in an educational institution, which is the case of ISCED-Benguela, the use of technology for reading purposes implies expenses on the necessary resources for both lecturers and students. It is important to highlight that in my research context, not all students can afford to create personal resources to respond to the reading demands through technology. Being so, it is the institution's responsibility, employing its policies, to create technological support for students' assistance in technology-dependent reading assignments.

Looking at the subject of lecturers' familiarity with the AI tools for reading purposes, the findings displayed in Figure 41 highlight that 40% of the lecturers are familiar with the tools mentioned, 40% are somewhat familiar, and 20% are very unfamiliar with them.

The lecturers who showed familiarity and those who said they were familiar to a certain extent denote interest in the AI tools and, perhaps, approval for their use in reading contexts with the students under research, based on the assumption that human beings tend to have curiosity about things that catch their attention. Contrariwise, it is not possible to infer such an interest or approval from the 20% of lecturers who mentioned being very unfamiliar with the tools, probably because they had never heard about them. The fact of unfamiliarity with the tools under analysis suggests lecturers' continuous updates on educational technological tools through refreshers or specific training, as suggested in Section 2.7.4. These tools are not only useful for students' assignments but also for saving lecturers' work, to some extent, while planning and teaching the lessons.

Figure 42 focuses on lecturers' use of AI tools for reading purposes. This figure resembles the preceding one in terms of the distribution of the respondents and shows nearly comparable responses. Providing clarification, 40% of the lecturers said they sometimes use the AI reading tools, 40% rarely use them, and 20% never make use of these tools.

Regarding the use of tools under analysis and discussion in Figure 42, the attitude of those lecturers who manifested familiarity with the tools in Figure 41 tends to contradict my expectations, fuelled by their implicit interest. What was expected from them was the regular use of the tools. However, there might be factors associated with their behaviour, such as time constraints or technological problems. As to those who mentioned "rarely" and "never" in Figure 34, I think there is a match between "somewhat familiar" and "very unfamiliar" in Figure 33. Therefore, taking into consideration the attitudes revealed above, I conclude that the ELT lecturers at ISCED-Benguela demonstrate some apprehension about the use of AI tools for reading purposes.

Centring attention on the lecturers' attitude towards the use of AI tools to develop students' reading autonomy, Figure 43 indicates that 100% of the lecturers recognise the relevance of these tools in helping students to become autonomous readers. The positive attitude lecturers demonstrate here confirms my inference in Figure 41, though with a bit of paradox in Figure 42. New trends in the technological world point to the enormous benefits of AI tools in many fields, including education. Accordingly, opportunities for involvement with AI tools in developing reading literacy should be embraced by both lecturers and students, not only in higher education but also at lower levels of the education system. This could help prepare them for many future challenges in education.

Figure 44 concentrates on feedback provision on students' reading tasks. The findings reveal that most of the respondents (60%) use the three kinds of feedback, displayed in the figure, which comprise written feedback on assignments, oral feedback in class discussions, and rubrics or grading criteria. The remaining 40% was distributed to written feedback with 20%, and another 20% for oral feedback. The choice of feedback on students' reading tasks depends on the characteristics of the task. For example, if the task requiring feedback

results from a quantifiable, IR task, the lecturer might need to use rubrics or grading criteria. Concerning ER, since the matter of feedback and assessment is closely related, it is somewhat controversial considering the main characteristic of the approach- reading in quantity for pleasure (Arai, 2025, p. 1). However, as the ER assignments involve reading tools and oral presentations, the lecturer may use written feedback to correct the reading tools, and oral feedback on students' presentations to fulfil institutional requirements of students evaluation. In summary, bearing in mind that summative assessment can discourage students' ER flow, what is recommended is the use of formative assessment through the criteria of reading targets, such as the number of pages or books read, and the quantity as well as quality of reading reports submitted by students within a time limit.

Regarding collaboration among lecturers to enhance students' reading skills, the findings in Figure 45 indicate that 60% of the lecturers do it when necessary, and 20% said they do not collaborate. Instead, they prefer working independently. And another 20% said it is not applicable in their teaching practices.

The analysis of these results shows that collaboration among the ELT lecturers at ISCED-Benguela is taken as an irrelevant issue in improving students' reading literacy. The reasons behind the lecturers' negative attitude toward collaboration are not clear since it is part of their job in training ELT professionals. Collaboration among lecturers, and more fundamentally those belonging to the same speciality, is an important aspect of establishing work ethics and providing reciprocal assistance in different perspectives of teaching practices. Furthermore, it is influential in analysing different factors that affect students' academic performance, to evaluate their strengths, weaknesses, and challenges, such as reading literacy development. An effective response to this challenge needs a direct intervention of lecturers, which, in turn, requires collaboration among other members of the institution as suggested in Section 2.7.5.

Figure 46 looks at lecturers' self-assessment methods of their performance in developing students' reading skills. It enlightens us that 40% of lecturers assess their teaching performance from students' feedback surveys; peer observation

and feedback were also mentioned by the same percentage of lecturers in the previous method. Another 40% said they do not assess their performance, and none mentioned self-assessment and reflection journals.

One of the critical components of the ELT profession is the capacity to reflect on one's practices for self-assessment and improvement. According to Monroe Central School Corporation (2024), lecturers' performance assessment raises lecturers' awareness about good teaching practices, establishes work ethics among members of the institution, and develops reflective teaching skills. The three performance assessment methods above are all applicable to identify lecturers' weaknesses, strengths, and challenges for continuous improvement on the job. It sounds shocking not to check where lecturers stand, in terms of teaching practices, by considering the methods and strategies they use, and their professionalism. The fact that no lecturer mentioned self-assessment and reflection journals suggests professional accommodation and a lack of self-improvement concern to cope with educational challenges. Thus, lecturers' performance assessment practices in developing students' reading skills are recommended to ensure better preparation for future ELT professionals.

Concerning the issue of lecturers' opinions on the emerging trends in developing reading literacy in higher education, the findings in Figure 47 show that most of the lecturers, corresponding to 60%, believe that encouraging autonomous reading is an effective strategy. Likewise, 40% defend the incorporation of more digital resources. The focus on diverse reading materials and the integration of reading skills with other disciplines were mentioned by 20% of lecturers, correspondingly, and another vast majority, represented by 60%, assume that all the trends in Figure 47 are crucial in reading literacy development.

Examining the above findings, I think the encouragement of autonomous reading is fundamental, and all other trends are integrated into it. Developing reading autonomy implies a wide range of reading materials for students' choice as discussed in Section 2.7.2.4, and involvement of technology, which includes digital resources, also referenced in Sections 2.7.3 and 2.7.4, apart from the

physical environment and instructional conditions, which also affect the reading instruction process.

Regarding the integration of reading skills with other disciplines, this is one of the most debatable issues in reading literacy instruction. Being aware of the status of reading among the essential life skills for human development, incorporating reading skills in other disciplines is a critical issue to reflect on due to the benefits it can provide. For the sake of this view, there is a continuous debate on the issue which requires the participation of all stakeholders. For instance, Hakim and Wingate (2024, p. 1) defend that introducing academic literacy instruction into curricula of different specialities helps students to understand specialised contents, contextualise their knowledge, and share it, obeying the communication standards in the speciality. This process emphasises the matter of collaboration, analysed in Figure 45.

All considered, like computing and ICT skills in education, reading literacy skills should be integrated in the general curriculum of ISCED-Benguela to assist students with reading strategies and skills, as a way of assuring reading autonomy in their specialities.

Regarding the lecturers' suggestions on the teaching methods, institutional infrastructures, library resources, and collaboration among departments to encourage students' reading autonomy, the findings from the open-ended Question 15 responses from five lecturers are presented. Lecturer 1 mentioned collaboration among departments to help students read autonomously in their content area to gain specialised knowledge and vocabulary. Lecturers 2 and 3 highlighted library resources, though they did not provide any suggestions on the topic. Lecturer 4 suggested suitable methods for encouraging reading autonomy, appropriate instructional infrastructures for reading comfort, diversified books in the library for ELT students, and good collaboration among departments for better responses to reading problems. Lecturer 5 highlighted the use of appropriate methodology and infrastructure for suitable students' reading engagement.

The perspective from which Lecturer 1 suggests collaboration by looking at specific knowledge and vocabulary implies students' reading autonomy in an intensive reading perspective, which is more related to reading ELT course

materials. The responses from lecturers 2 and 3 centred on library resources, indicating a shortage of reading materials in the institution's library. That is, it offers a limited number and variety of ELT materials, as confirmed by the students' report and the library observation findings. Lecturer 4 provides suggestions on all four issues presented in the question. He believes that appropriate methods and strategies, a comfortable reading environment, availability of different reading materials for students, and work ethics among lecturers from different departments represent favourable conditions for developing reading autonomy. Finally, Lecturer 5 agrees with Lecturer 4 by highlighting the appropriate methodology and infrastructure to engage students in reading assignments.

4.4. Interpretation and Discussion of Findings from the Library Observation

The analysis and discussion of the results from the library observation will be done by looking at the five categories of the observed aspects. So, the first category is concerned with the library infrastructure. I found that among the four elements of the category, only bookshelves were evaluated as satisfactory since they are not standardised or labelled according to the formal book arrangement system for easy location. The reading area, staff area, and computers all need improvement. That is, both the reading and staff areas are too close to the shelves, and there is not enough room for reading comfortably. Besides, other library users' movements can be distracting for readers. In addition, regarding computers, there are only six computers available for all students. The other two computers are reserved for librarians. All these insufficiencies do not characterise a suitable reading environment. According to Haris (2016, p. 7), libraries in the 21st century are spaces not only reserved for study purposes but also for social networking and training. So, it implies an appropriate physical environment to accommodate its users with all technological conditions, like sufficient computers and internet accessibility. For example, a modern library can incorporate a café, a meeting room, or a room for digital literacy education.

Focusing on the second category of reading materials, the findings showed that the intensive subcategory needs improvement in textbooks, course books, and reference books, which means there are some of these materials, but not sufficient.

On the other hand, articles and journals were not found in the library. The last two kinds of materials are great sources of updated information for research purposes. If the library had computers connected to the internet, it would help students access any article or journal to do their academic assignments. Now, considering the extensive subcategory, all the reading materials mentioned, covering short stories, novels, magazines, newspapers, self-improvement books, and autobiographies, are not available in the library. This makes reading for pleasure a delayed experience for students, which consequently affects their overall reading motivation. Reading extensively is a practical training for reading literacy development (Vuzo, 2022, p. 171). It helps students to build a strong word bank, reading fluency, and good reading culture, besides the general language competence, in its four skills, and proficiency. These assertions denote many benefits of learning to read by reading for pleasure. Therefore, it is necessary to ensure that libraries provide a variety of materials to encourage students' pleasurable reading practice, which leads to the achievement of reading literacy skills.

The issue of technological sources, in the third category, indicated that all its elements are unavailable in the library. The advent of technology in the current century has introduced significant changes in education and research excellence, by shifting traditional libraries from the old role of serving and preserving physical books for their users to a more hybrid perspective with supplementary quality services (Haris, 2016, p. 2). The findings revealed in the third category demonstrate that the library under research holds the traditional role with plenty of insufficiencies. In the digital era, it is a disadvantage to have a library that cannot serve its users properly in a higher education institution. Inefficient libraries prevent students from reading widely and on specific content areas, as well as doing research within worldwide acceptable standards (Ullah et al., 2023, p. 149). The finding about the non-existence of technological sources in the library confirms the students and lecturers questionnaire reports on the subject. However, it is recommended that the institution apply adequate policies to ameliorate the library conditions in general, to support students in their academic tasks, especially in reading literacy development.

Regarding the elements of the fourth category, as shown in the findings, they are not accessible in the library. Modern libraries, besides being hybrid, that is, offering both a physical and enormous range of digital materials as well as technological support, also provide supplementary services such as those mentioned in the results (Li, 2023, p. 571). Materials lending and inter-library loan systems are encouraged when students need to borrow a book from the library to read at home for a couple of days (CALUMS, 2024, p. 3). In the case of the local library having a shortage of some reading materials, the inter-library loan system is activated. That is, the library communicates with other institutions' libraries in the region, and materials are borrowed to serve the local library users' needs. Unfortunately, this system does not work in our context, especially referring to ELT materials. As to reprography and book-binding services, they should be associated with the library to help students with copies of materials they find interesting or necessary for their academic assignments. Internet facility and user education, and information literacy are two library technology-related services that connect institutions to the globalised world, and promote information users' education, including digital literacy training, for efficient and effective use of the library resources.

The results report that the elements of the fifth category were rated differently. The administrator was evaluated as good since there is someone responsible for library issues, and the aspect of qualified librarians needs improvement. Although there is always someone to help students or ordinary users in the library, I was informed by the librarian who assisted me during the observation that they were not granted any specific training on library issues. What sometimes happens are the meetings promoted by the Ministry of Higher Education, in which talks about library preservation and management are highlighted. The subject of specialised librarians is a non-existent element in that library. These specialists are also referred to as subject librarians. They have the responsibility of guiding readers in the library by considering their reading or research interests. Accordingly, these librarians are expected to specialise in specific content areas such as reading, linguistics, didactics, literature, etc., on which they can promote reading tutorials or workshops. Moreover, these are the right professionals to identify and

report library insufficiencies at all levels, from the users' reading needs (CALUMS, 2024, p. 16).

Having analysed all situations reported by the findings from the library observation, I think the institution should make more effort to modernize the library, by investing in diversified reading materials for all specialities at ISCED-Benguela, technology infrastructures for digital information component, additional services for library users apart from reading materials, specialized training for librarians, and overall environmental conditions to promote reading literacy development and scientific research within the international parameters.

4.5. Interpretation and Discussion of Findings from the Experiments

Before analysing the results, I would like to recall that these experiments were conducted to check the amount of reading materials ELT students at ISCED-Benguela can cover by using the interactive strategies proposed in this work. Thus, the analysis and discussion will be carried out considering the number of materials read and the reading tools completed in both ER and IR experiments in Sections 3.2.5.1 and 3.2.5.2, respectively. To attain its aim, I devised three (3) ER assignments and two (2) IR assignments from January to March 2025. They were graded in format, starting with the whole group reading one book or article, the subgroups, and then individually. It was a strategy to scaffold students at the early stage of reading practice among peers and, as they gained experience, they were challenged with a reduction of the group to encourage reading autonomy.

4.5.1. Interpretation and Discussion of Findings from Extensive Reading Assignments

Concerning the results from the ER assignments, in Table 6, we can infer that each student read three (3) books, filled in three (3) reading logs and three (3) reading journals during the experiments. If we look at the time these assignments were done, we can see that the books were read, approximately, in two months. These findings show that the students can read extensively if they are encouraged

to with strategies used in these experiments, discussed in Section 2.8 of the Literature Review.

The present findings differ from those revealed in the students pretest results, in Section 3.2.1, Table 4, Question 2, in which a greater part of the class, that is, 20 students, standing for 55.6%, did not mention having read any book in the previous year. The lack of extensive reading among the students is also implicit in the results from the library observation (Section 3.2.4) by indicating that there are no extensive reading materials in the institution library. Besides, the responses to Question 15 of the lecturers questionnaire (Section 3.2.3) mention the need for library resources, which combines with the results from Figure 31 of the students questionnaire. The results obtained from the ERA indicate a huge difference since the numbers inform that all students (100%) managed to read three (3) books, coupled with reading logs and journals, apart from the recorded videos from private group meetings and formal presentations of their reading results in, almost, two months.

Considering some problems students reported during the experiments, such as complaints related to time constraints to read other course contents, besides personal occupations, internet inaccessibility, and lack of physical ER materials, I suggest allocating reading time for ER assignments depending on the volume of materials to cover. That means, books under 100 pages can be read in two weeks; and those above 100 pages need more time, one month, at least, to allow for reading comfort and complete their reading tools. However, independently, whether it is a group or individual reading assignment, each group needs to meet at least once a week to share their reading experiences and get feedback and support from their peers.

4.5.2. Interpretation and Discussion of Findings from Intensive Reading Assignments

As to IR experiments, owing to research time shortage, I only managed to devise two (2) assignments in two weeks, from 18 to 31 March 2025. The first one was done in groups, and the second one was individual, as displayed in Table 7, Section 3.2.5.2.

The findings showed that each student read two (2) articles. One in the group and the other individually, and filled in the reading logs and journals in fifteen days. Curiously, the students did not complain about the time allocated to the assignments, which meant some reading comfort. This behaviour reinforces the students' implied familiarity with the intensive reading approach, as suggested in Section 3.2.2, Figure 15, in which most students pointed out textbooks with 74.1% and course books with 50%, as materials they read the most. In addition, Figure 21 about the most used reading activities in the classroom showed that reading texts and analysing them with the teacher's guidance was mentioned by 72.4% of the students. Regardless of the emphasis students put on materials and activities referenced above, their reluctant attitude towards reading assignments, as referred to in the hypotheses, can also be proved by the same activities in Figure 21. Lacking motivation to read puts students in the position of dependency on the lecturer, and that might be the main reason why they are scaffolded in the reading tasks. These students tend to be more reactive than proactive to reading tasks. However, looking at the results from these experiments, since students were able to read two articles in two weeks, besides completing the reading tools which involve writing, we can infer that if students are led to read using suitable and engaging collaborative strategies, they are more likely to heighten their reading motivation and demonstrate willingness to engage in more reading practices.

Overall, for IR assignments using articles as the reading material, one week can be comfortable for students, even though they must meet to share their reading experiences and fill in the logs and journals, since, unlike the ER, the IR demands detailed comprehension.

Having considered the results from both experiments – extensive and intensive, the numbers of materials the ELT students at ISCED-Benguela managed to read and fill in, comprising 3 books and 2 articles, and 5 reading logs and journals in two months, according to Appendix X, suggest that the activities used were interesting and engaging; nevertheless it is fundamental create reading conditions in the institution, for these students, because of the difficulties they faced in dealing with their assignments.

4.6. Interpretation and Discussion of Findings from the Students Posttest

The analysis and discussion of findings from the posttest obey the tables sequence in which the results in Section 3.2.6 were displayed. These results will be compared to those from the pretest to check if the students have improved in one way or another after the experiments. Therefore, Table 9 concentrates on the answers from students to questions in Group I, which were intended to check the students' knowledge of the concept of reading and the structure of a book. Considering the first question about the definition of reading from their perspective, all students (36) answered it correctly. This corresponds to 100% of the responses provided, different from the pre-test results, which were 97.2%. Regarding question 2 on the difference between reading as a skill and reading as a process, 35 students, represented by 97.2%, provided correct answers, compared to 91.7% from the pre-test. The third question about the basic components of a book structure, 91.7% of the students answered it correctly, which differs enormously from 8.3% of the pre-test. Looking at the last question of the group, covering two parts of the book's components, also 91.7% provided correct answers, opposing the pretest's 30.6% of correct responses. All in all, the percentages shared here show an increase in all questions of the group, which denotes a significant improvement in the students' knowledge about the concept of reading and the main parts of a book. This knowledge is fundamental to students' perception of what reading entails and metacognitive awareness about the different parts of a book, helping them to locate information easily when they read.

Analysing Table 10, from Group II involving reading skills and strategies, the findings reveal that all questions were answered correctly by thirty-four (34) students, corresponding to 94.4 % for each question. The first question, based on the difference between reading skill and reading strategy, shows an interesting coincidental result since the previous 94.4% remain the same in the post-test results. Question 2.a about the definition of skimming, the post-test results demonstrate an increase of 19.4% in comparison with the pre-test result, which was 75%. The same applies to questions 2b and 2c, demanding the definitions of scanning and detailed reading, respectively, in which question 2b increased 30.5% from the previous 63.9%, and question 2c had an increase of 8.3% compared to

86.1% of the pre-test. Making students aware of these three basic reading strategies is crucial for them since any reading task they are expected to engage in will involve skimming, scanning, detailed reading, or a combination of them. The earlier students become familiar with these strategies, including their techniques, the better they will use them in actual reading contexts.

Reflecting on the results from Table 11, which stems from Group III about intensive reading, the posttest findings report that the first question had 94.4% of correct answers from students, there is a rise of 50% over 44.4% of the pre-test. In the second question about finding key ideas in sentences, only three (3) students answered question 2a correctly in the post-test, representing 8.3%, compared to two (2) students, standing for 5.6% from the previous test. Though there is a percentage increase, looking at the previous result, it is still very insignificant. On the other hand, question 2b had 17 correct responses, standing for 47.2%, different from the previous 16.7%. Concerning question 3.1a about finding the main idea in a paragraph, the posttest shows that sixteen (16) students provided correct answers to the question, this number represents 44.4% of the students, as opposed to 22.2% from the pretest. There is a rise of 50%, but it is still insufficient. Question 3.1b, on identifying the paragraph pattern, reveals that 72.2% of the students answered the question correctly, which differs from 0% in the pre-test. Looking at question 3.1c, based on the function of the paragraph pattern in 3.1b, twenty-five (25) students, standing for 69.4%, provided correct answers, contrasted with 0% from the pretest result.

Overall, though the posttest shows increased percentages in almost all questions in group IV, they do not reflect the researcher's expectations. A thorough analysis of the results presented and compared in Table 3 indicates that special attention must be addressed to intensive reading aspects linked to finding key ideas in sentences and main ideas in paragraphs. One possible reason for students' failure in learning these aspects relates to the explanation in drawback 3 in Section 6.3, which mentions the constraints in teaching reading strategies by distance in a context with ICT inadequacies.

Concerning the findings from Table 12, on ER, question 1, requiring the characteristics of ER, indicated that the answers provided by thirty-two (32)

students are correct, this number represents 88.9% of this population, compared to 33.3% in the pre-test results. The second question on the three titles of the books students read in the last three months showed that all students, that is 100%, answered it correctly, opposing the previous result, which mentioned 44.4%. The findings from question 2.1, about writing the summary of one of the books mentioned in question 2, indicated that 97.2% of the students answered it correctly, different from 36.1% in the pre-test. Finally, question 2.2 concerning the time students spent on reading the books mentioned in the second question, 94.4% of the students supplied correct answers, contrasting with 36.1% of the answers from the previous results.

Contrary to the findings from the pretest, which showed that all the correct answers were below 45%, in the present test, all questions are above 88%, which indicates a successful reading practice through an ER approach combined with the proposed interactive reading strategies to develop reading literacy. However, being aware of the insufficiencies of the Reading Skills syllabus in use, concerning the single reading approach it encourages, which has not favoured the students' overall reading practice, the forthcoming chapter introduces a new syllabus with a comprehensive reading approach to meet the students' needs.

CHAPTER V: PROPOSAL OF A NEW SYLLABUS FOR READING SKILLS COURSE, IMPLEMENTATION, AND EVALUATION

Reading ability must develop so that students can comprehend at increasing levels of sophistication – the whole point of reading. Thus, curricula must not emphasize foundational word recognition skills to the exclusion or near-exclusion of language development (e.g. vocabulary, syntax, discourse) and the building of background knowledge. Curricula should emphasize developing these key aspects of language comprehension orally, at first, while foundational reading skills are being developed, then continue to develop these elements through independent reading once students are able to read fluently. (The Reading League, 2023, p. 1)

The role of reading literacy skills in varied human development realms such as academic, cognitive, social, and political, and the emphasis put on its instruction, as implied in the above quotation, reflect the main concern about devising a new Reading Skills Syllabus for the ELT students in the Angolan context for revealing reading reluctance. Some factors underlying this problem are linked to the lack of reading motivation prompted by an insufficient reading approach, strategies, and materials, to develop good reading practices and improve the overall reading ability. All these factors are related to the issue of curriculum in reading literacy instruction discussed in Section 2.7.1 in the literature review. Therefore, in this chapter, the focus is centred on the design of a new syllabus, the integration of artificial intelligence (AI) tools for reading purposes in the new syllabus, the implementation of the proposed syllabus, and its evaluation.

5.1. Design of the New Reading Skills Syllabus

The proposal of a new syllabus for the Reading Skills course originates from the reading reluctance demonstrated by the Angolan ELT students at ISCED-Benguela. Having raised the research questions on the problem, the third question's hypothesis suggested that if a comprehensive approach with appropriate reading strategies is employed in reading literacy instruction, the students will become independent readers and autonomous learners. As a result, the analysis made on the Reading Skills syllabus in use (vide Appendix Y) indicated some inadequacies that

require readjustments to encourage the students' reading literacy skills. One of the major inadequacies identified in this syllabus is the lack of the ER component, which is a fundamental aspect to make students engage in independent reading. Thus, in the current section, I propose a new Reading Skills Syllabus based on the following structure.

Figure 48: New Reading Skills Syllabus Structure

PARTS	UNITS	TOPICS	HOURS			
			T	P	TP	TOTAL
PART ONE: INTENSIVE READING	1	Introduction to Reading	5			5
	2	Vocabulary	10	5	5	20
	3	Comprehension	10	5	5	20
	4	Interpretation and Evaluation	15	5	5	25
PART TWO: EXTENSIVE READING	5	Reading Workshops on Story Books		10	10	20
	6	Reading Workshops on Biography /Autobiography Books		10	10	20
	7	Reading Workshops on Novel Books		10	10	20
	8	Reading Workshops on Self-improvement Books		10	10	20
COURSE TOTAL HOURS			40	55	55	150

Note. Legend: **T**-Theoretical; **P**- Practical; **TP**- Theoretical and Practical

Different from the structure of the Reading Skills syllabus in use, which merely consists of IR, the new syllabus structure includes extensive reading in part two. The sequence of the parts centres on the assumption that the intensive component provides strategies and techniques to support the students' independent reading. As shown in the structure, part one comprises four units with a minimum change in the name and number of the first topic. This unit aims to

introduce the key issues in Reading Skills, such as the concept of reading, the reading approaches, reading strategies and skills, and textbook structure. The second unit focuses on developing lexical precision and goes beyond recognising and understanding vocabulary in reading materials by using a series of strategies and techniques. The third unit concentrates mainly on comprehension strategies. Unit four looks at developing different reading skills, such as idea evaluation and critical thinking.

The ER, in part two, is the newly introduced component encompassing four units. It focuses on fostering independent reading. Here, the Reading Skills sessions will be turned into reading workshops, allowing students to read more independently and share their experiences in the classroom. The selection of reading materials suggested for ER was based on fiction and nonfiction genres, including newspapers and magazines. Being so, unit five, the first unit of this part, will focus on storybooks to introduce students to an independent reading environment. This will help them empower their imagination and develop critical thinking skills simultaneously. The reading assignments on unit six will be based on biography or autobiography books, to make students observe and experiment real life of others through reading and develop their reflection skills. Unit seven will be about reading novel books. Alike storybooks, these will entertain students through imagination, explore new worlds, and help them embark on self-discoveries from different experiences found in the books. Finally, unit eight covers the self-help books. Leading students to interact with self-improvement reading content will motivate them to make significant changes in their behaviours and lifestyles from a great deal of lessons on varied personal and social issues provided by these books. As they enjoy the contents of books they are reading, their levels of engagement and motivation to read more books will increase, making it a habit in their lives. Besides, the experimental results from three ER assignments, in Section 3.2.5.1, signal that nearly all the books the students selected are self-help (vide bibliographical list in Appendix Q). Which means, this is their favourite independent reading genre. Furthermore, the topics for extensive reading were intentionally arranged in an alternating way in the syllabus structure, shifting from fiction to nonfiction in a successive fashion, to turn the students' reading practice into an interesting mental

game which will keep them focused and entertained while reading different self-selected materials.

Regarding the hours distribution, first I would like to enlighten that the total workload for this course in the ELT curriculum at ISCED-Benguela is 10 ECTS (European Credit Transfer and Accumulation System), which corresponds to 150 hours in our educational system, that is, 15 hours for 1 ECTS (vide ELT Curriculum in Appendix C). In this syllabus proposal, 70 hours were allocated to IR, shared between theoretical, theoretical and practical, and practical hours; and 80 hours are reserved for ER, divided between theoretical and practical, and practical hours, as mentioned in the structure, considering that most of ER assignments will demand enough time to be completed. Finally, the necessary reforms made on the Reading Skills syllabus in use resulted in the new syllabus in Appendix Z. Therefore, I hope its use will assist the Angolan ELT students under research to develop their reading skills, good reading habits, as well as enhance reading motivation for both IR and ER practices.

5.2. Integrating the AI Tools into the New Reading Skills Syllabus

The era of the technology boom has introduced changes in people's lifestyles, affecting the way they live, behave and act in different realms. The changes have triggered an unceasing growth of AI technologies in the domain of education, with emphasis on reading, to the extent that questions about their advantages and disadvantages have frequently been raised, considering the aspect of human cognition development, and concerned with the possibility of superseding the human reading ability.

The term "artificial intelligence" was brought into the world of technology by John McCarthy in 1955 by defining it as an engineering scientific field of manufacturing machines with human-like intelligence (Higgins, 2024, p. 9). Similarly, Akhand et al. (2024, p. 14637) see it as technological software and platforms constructed to perform activities within the patterns of human behaviour.

In the reading domain, the AI tools have been advocated by the users as an important gain in coping with complex and extended reading materials for their

resourceful and automated responses, serving as an incentive for learning autonomy (Haggag, 2022). This capability of precise responsiveness raises concerns about the place of human cognition in reading assignments. Thus, as a reaction to the fear of being superseded by machines (Higgins, 2024, p. 2) ensures the use of AI reading tools not to replace the human mind in reading but as a complement to aid human understanding of texts, bearing in mind that human beings apply critical thinking skills while reading, what an AI cannot do.

As stated by Odemola (2024, p. 107) the AI reading tools have the potential to provide the necessary reading materials and support in managing different reading activities ranging from decodifying complex texts, synthesizing information, paraphrasing, providing specific information, answering questions, including language the other language skills, and language aspects such as vocabulary enhancement, grammar, and pronunciation adjustable to users' level, making it a personalized learning experience. In addition, these tools can utilise the user's search history to suggest related materials to engage in more reading practices, which is beneficial to both intensive and extensive reading, as well as hint at users' reading problems, on which lecturers are required to intervene. Therefore, artificial intelligence grants numerous advantages for both students and lecturers in different academic roles and circumstances.

The AI tools comprise many kinds constructed for different fields of human activity and specific purposes (Ngo & David, 2025, p. 23). In this research, I explore those related to reading assignments, either for academic purposes or for fun. As a result, looking at these tools from the perspective of integration into reading literacy development of the Angolan ELT students, I categorise them into three groups.

The first group will cover some AI tools that are more practical in IR approach, such as ChatGPT, iSTART, REALP, Grammarly, ReadWorks, and Pearson's MyEnglishLab. These tools assist students in doing careful or detailed reading of academic texts, which implies full comprehension of the texts, helping with precise summaries of complex information, personalised content explanation, provision of specific answers related to the texts, and improvement of language aspects. Reflecting on their applicability, ChatGPT can be very effective in the pre-reading stage for brainstorming activities, or searching for text background information,

which is not explicit in the text, apart from being able to analyse and summarise contents at the while-reading stage (Rahman & Nor 2024, p. 20). Concerning the iSTART AI, standing for interactive strategy training for active reading and thinking, as the name suggests, it helps students comprehend the text by self-explanation, interactive comprehension exercises, and immediate feedback, encouraging a meaningful engagement with the reading materials during the actual reading stage (Latief et al., 2024, p. 123). REALP and ReadWorks tools are reading and learning platforms designed to provide reading passages, including those based on authentic texts. They offer comprehension exercises through questions and help to enrich students' vocabulary according to their level of language proficiency, which is necessary for the other three language skills (Fitriani & Sunarti, 2024, p. 169). These tools can be used in the preparation stage for reading tasks, due to material supply, and at the while-reading stage for explanations and exercises. The Pearson's MyEnglishLab, like the two last tools, is an eclectic platform integrating reading interaction, with grammar, writing, and vocabulary activities (Gufron & Zamin, 2024, p. 8606). It is also adaptable to students' level of proficiency. Considering its nature, it can be used during the reading stage and at the post-reading stage, which may engage students in writing tasks, grammar point discussion, and vocabulary exploration.

The Second group includes those closer to extensive reading, namely Khan Academy, Rewordify, Wordtune Read, Kindle Text-to-Speech, and Scribd & AI Recommendations. They are likely to engage students in reading a wide range of materials for pleasure while improving their reading abilities. For instance, Scribd & Audible AI Recommendations, Khan Academy, and Kindle Text-to-Speech are useful sources of diversified huge amount of ER materials which encourage enjoyable reading practice (Guyen & Le, 2020, p. 23). Besides, they may recommend materials related to the user's interest, suggested by the search history. They provide readings related exercises, including the listening version of the materials, which allows students to choose from reading on the screen, downloaded materials, or getting information in audio format (Fitria, 2022, p. 71). The nature of these tools suggests their use at all stages of the reading process. Rewordify and Wordtune Read are interesting AI reading tools for complex text simplification and summary of a

large number of materials, apart from suggesting a strong vocabulary for wide reading (Morales et al., 2019, p. 685).

Fostering students' reading practice requires effective pedagogical, material, technical, and environmental preparation to make it a successful experience. Therefore, recalling that the students under research are the future ELT professionals, group three, encompassing Magic School AI, Curipod, Diffit, LingQ, and Kahoot, centres on reading literacy development from the instructional management perspective. Thus, elaborating on these tools' applicability, Magic School AI, Curipod, and Diffit are interesting tools for lesson preparation. They ease lecturers' tasks by offering resources for lesson planning, materials and activities design and supply, and reading lessons delivery (Angelone & Burton, 2024). They promote students' reading skills with suitable materials and activities, reducing lecturers' preparation time and reserving it for classroom interaction with students to develop students' critical thinking skills from the readings they do. LingQ, similar to Scribd & Audible AI Recommendations, and Khan Academy, opens access library of varied authentic materials covering articles and audiovisual contents, which help students enhance reading comprehension, expand vocabulary, and improve their listening skills. Furthermore, Kahoot AI tool is an interactive learning platform with resources to create interactive reading games and quizzes based on selected reading materials (Ali & Abdalgane, 2022, p. 19). This AI is likely to include fun and joy in the need for reading literacy development.

The relevance of integrating AI tools into reading practices is unquestionable, looking at its benefits in assisting students with reading resources, activities, and reading comprehension, besides offering personalised learning opportunities to students based on their needs. However, for educational contexts where institutions lack technological infrastructures, it is recommended to implement AI technologies and ensure that both students and lecturers use them ethically for better academic and scientific results.

5.3. Implementation of the New Reading Skills Syllabus

The implementation of the new syllabus will be supported by conclusions from the experimental results in Sections 3.2.5.1 and 3.2.5.2. According to the curriculum implementation stages presented in Section 2.7.1.5, identification, analysis, design, and development precede the implementation stage. Planning to implement a new Reading Skills syllabus implies that the problem of the syllabus in use was already identified, analysed, and the new syllabus was designed and ready to be employed in the context of reading literacy instruction. However, before the implementation, it is necessary to fulfil the very preceding stage- the development stage, in which the ELT lecturers, the Department and the Institution Scientific Committees have a role to play. Therefore, to conform to all the necessary stages forward, I devised an implementation plan (vide Appendix A1) to run the implementation process in the next academic year. This plan encompasses three phases of implementation, involving timeline, topics, objectives, activities, stakeholders or participants, and roles in the process.

Regarding the first phase (pre-implementation), it is expected to be run in September 2025, the period in which the new syllabus will be familiarised in the Institution to gather contributions for its refinement. For the sake of these contributions, it will involve the Department and the Institution Scientific Committee meetings, whose participants will be the proponent of the syllabus, the lecturers, the Scientific Committee members, including the Institution administrators for accountability issues.

The second phase (while-implementation) entails teaching students through intensive reading and extensive reading approaches in two different moments between October 2025 and July 2026. The first moment is aimed at assisting students with reading skills and strategies and helping them to improve their intensive reading practices. It implies teaching students the IR strategies, involving them in meaningful IR practices, and monitoring their progress. The beginning of implementation will imply a students pretest to identify the students' reading potentials and needs, the selection of reading materials, and the methodology to use. As expected, the material covered in this approach is essentially intensive. Since we are embarking on an IR literacy instruction, most of the reading materials will be

scientific articles and textbook chapters or units to make the demonstration of reading strategies and techniques more effective during the lessons. In this context, the scaffolded reading will be the main strategy in the early stages of instruction. Moreover, an important aspect to mention here has to do with class division into collaborative reading groups from the beginning, in which most of the reading experiences will be shared, apart from those classroom reading practices.

On the other hand, reflecting on the syllabus distribution of teaching units, the first one will be an introduction to the course, where the lecturer will explain the key terminology and familiarise students with different parts of an academic paper, including textbooks. The second unit covering vocabulary will concentrate on language aspects. That is, students will be taught strategies to deal with unfamiliar words in texts, study word morphology, and the syntactic structure of sentences. In the third unit, the lecturer will have to assist students with different text comprehension strategies, identify paragraph patterns, and use previewing techniques, involving reading visuals in academic texts. In the last unit of part one, the lecturer will need to focus more on developing critical thinking skills. At this point, individual and group reading tasks will be assigned, and the students will be required to use the IR tools for information records and keep an IR portfolio of the material used.

Concerning the second moment of the while-implementation phase, it focuses on enhancing students' reading motivation and encouraging good reading habits. This demands a course of actions such as assigning independent reading tasks, setting up ER classroom workshops, and monitoring students' ER practices. Both moments above will be shared by the lecturer and students. Furthermore, like in intensive reading, the reading groups will remain the same, including a coordinator. Here, the students will be given more freedom to work on their own after the assignment question is delivered. Different from intensive reading, in ER, students will choose their materials to read within the pre-established workshop genres. They will be selected at the beginning of each month under the lecturer's guidance. After choosing their reading materials and being involved in independent reading, the 2 following weekly sessions will be reserved for individual groups'

interaction in the classroom, and reading tools completion as well as submission, before the formal presentation.

Bearing in mind the prevailing shortage of ELT materials in the institution's library, I believe that most of the IR and ER materials will be downloaded from the Internet, which involves expenses on the part of students. Consequently, it is rather difficult to anticipate how much material students will read. However, two (2) articles for IR and a book for ER, monthly, would be good to allow time for other course readings. Thus, while students are engaged in independent readings, the lecturer needs to supervise their activities, confer with them, and offer the necessary assistance. Lastly, combining the syllabus implementation with research, the RLs and RJs students produce during the process will be the source of information for analysis in the next phase, which represents the evaluation stage of curriculum development.

The last phase (post-implementation) will begin right at the end of the previous phase with students and lecturers self-assessments, questionnaires, or students posttest and continue until September 2026 to share the results with the lecturers, the scientific committee members, and the institution administrators to evaluate the implementation process itself and the impact of new syllabus results on the students' reading abilities, conclude and make final decisions about the proposed syllabus.

In conclusion, despite the complexity and challenge a syllabus implementation involves, in due time, I expect to ensure that reforms occur in the way the Reading Skills course is taught at ISCED-Benguela and guarantee a change in the students' reading habits in favour of the aimed quality education in higher education. The subject of implementation of the new syllabus leads to subsequent actions to check the extent to which it has been successful or a failure for continuous improvement. Thus, the next section will elaborate on how the new Reading Skills syllabus can be evaluated.

5.4. Evaluation of the New Reading Skills Syllabus

As implied in the latter section, the evaluation of a course syllabus is strictly associated with the last phase of the curriculum implementation process. It aims at examining both the efficiency and success of the syllabus, as well as offering possibilities for its continuous improvement to produce better results.

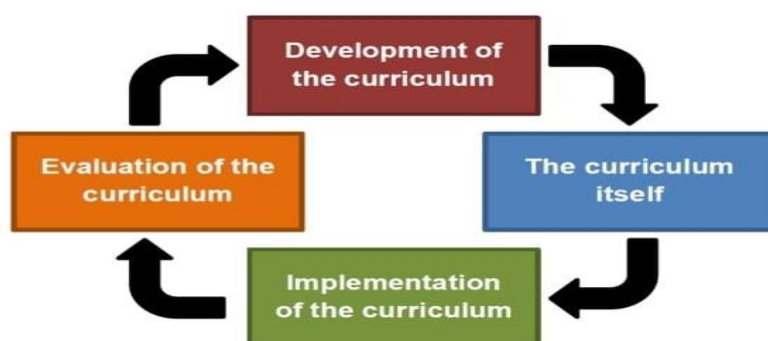
Supporting the assumption that productive education is preferably the one focused on outcomes or competencies students get from training, it has implications for the way the curriculum is designed. Thus, to analyse whether a syllabus is centred on outcomes, Baliber (2022, p. 1389) suggests an evaluation based on the following principles: design down, clarity of focus, high expectations, and extended opportunities. The design down principle implies that before implementing a course, its expected outcomes should be selected, written down, and outlined in the syllabus. This means that the syllabus must indicate the competences students are presumed to have at the end of the training. The focus of clarity covers the need to present the selected and expected course outcomes to students before they begin the training. This helps students' engagement in the training activities in a meaningful way, with their attention focused on the results. Here, the instructional components, such as the learning materials and activities reflecting the teaching methodology, should align with the expected results. About the high expectations principle, it refers to the belief derived from the syllabus design assurance that all students in training can have success and attain the desired results. Therefore, it is important to underline that a competence-based course syllabus should inspire trust from its components to help lecturers achieve the instructional objectives and aims to guarantee students' learning success. Lastly, the expanded opportunities principle is closely linked to high expectations. It consists of assisting those students who do not achieve the training outcomes. It weighs the approaches, methods, strategies, and activities the syllabus supplies to improve those students' learning, helping them to reach the intended training outcomes.

Reflecting on the above principles, I can conclude that in an outcomes-based education system, all aspects in the instructional process, entailing the teaching methodology, materials selection, and lecturers' preparation, must be interrelated and complement each other for students' success.

Contextualising the above arguments into the evaluation of the new Reading Skills syllabus, at the pre-implementation stage, lecturers, and both Department and Institution Scientific Committees, as well as the Institution administrators, should be informed and familiarised with the proposed syllabus, evaluate it and provide their contributions focusing essentially on the four principles latterly mentioned. Observing the sequence of events in the syllabus implementation process, the evaluation to be carried out before the training occurs can be seen as a pre-training evaluation, since after the training is accomplished, another evaluation must take place to verify whether the syllabus was efficient and effective from the results of its implementation. This implies looking at the collected data throughout the process. The data will encompass the amount and quality of materials students covered in both parts of the syllabus, IR and ER, which includes the articles and books read, the RLs and RJs filled in, the final results of the students, the post-implementation test, questionnaires and self-assessment results from both students and lecturers, to analyse the process globally, draw conclusions, and make informed decisions about the syllabus and set perspectives for its officialization in the institution curriculum.

As the evaluation of a course syllabus must be systematic and planned, regular, and executed by qualified and experienced professionals at different levels, such as the teaching staff, department, institution, and ministry, the syllabus may be evaluated cyclically as displayed in the following figure.

Figure 49: UNESCO's Framework on the Quality Curriculum



Note. Extracted from Stabback (2016, p. 17)

With Figure 49, based on UNESCO's framework on quality curriculum, I conclude that the roundabout fashion evaluation of a syllabus stems from the use of reflective teaching skills. The development of these skills is fundamental and should

be of worth consideration in teaching practices, at the micro level- the classroom, to identify the inadequacies and gaps of a syllabus which also affect the institution's curriculum and propose reforms for better training outcomes.

The proposal of a new Reading Skills syllabus, including its implementation and evaluation procedures, marks the end of chapter five. The forthcoming chapter, which is the last one of this work, will disclose the main conclusions as well as some recommendations from the study, and directions for further research on reading literacy development.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the concluding aspects of this research work developed under the subject of reading literacy development in the Angolan ELT education context at the university level, considering, on the one hand, the identified students' reading reluctance towards their academic reading assignments at ISCED-Benguela, on which three main questions were posed. The first one sought to understand the reason behind the reluctance they demonstrate, which led them to be dependent on their lecturers, the second focused on how the academic achievement would be affected by students' lecturer-dependency for reading assignments, and the last question was concerned with practical actions that could be taken to help students overcome such reluctance. As immediate responses to these questions, it was hypothesized that, first, most of the students were lecturer-dependent for their reading assignments because they lacked good reading habits; second, lecturer-dependency for reading assignments made students less successful in academic achievements and hindered learning autonomy; finally, the adoption of an approach with appropriate reading strategies and techniques could encourage students to become independent readers and autonomous learners. This study intended to identify the reasons preventing the students from becoming self-directed and motivated for their reading assignments, examine the effects of the students' reluctance towards reading assignments, explore theories on autonomous reading approaches, devise a new Reading Skills syllabus, and propose interactive reading strategies to develop reading literacy. To attain these objectives, the work was divided into six chapters: the first chapter (introduction) presented the research topic and contextual background. The topic background described the research scope, stated the problem, and presented the impact of the study, the research questions, hypotheses, goals, and the research methodology. The contextual background considered the circumstances in which the research was conducted by looking at the geographical location of the research, the anthropological description of the research participants, and the historical account of the research setting. Moreover, it addressed issues related to the Institution and the ELT speciality, starting with the description of ISCED-Benguela as a teacher education institute, next, it portrayed the ELT teacher preparation within the Institution, followed by the description of the ELT curriculum, and finally, it

reported the relevance of the ELT speciality at ISCED-Benguela. The second chapter covered the literature review under the reading autonomy theories, as well as strategies to support reading literacy development. The third chapter focused on the research methodology and findings presentation. It reported the methods used in the research and the data collected in the field. The fourth chapter consisted of the analysis and discussion of the findings. The fifth chapter presented a proposal for a new Reading Skills syllabus, the process of implementation and evaluation to improve the students' reading practices. Finally, the sixth chapter, which is the current one, shares the conclusions of key findings from the research, contributions to the field of reading literacy in higher education, the limitations and drawbacks of the study and the identified gap for further research, and the recommendations for lecturers, administrators, and policymakers.

6.1. Conclusions of Key Findings

The research findings and their analysis, and discussion on developing reading literacy of the Angolan ELT students at ISCED-Benguela have produced the following conclusions:

1. The students hold a positive attitude towards reading. However, their disengagement with reading assignments is evident for lacking motivation and good reading habits. Consequently, they adopt a reactive behaviour of dependency on their lecturers for reading tasks, which denotes a lack of reading autonomy. In turn, this leads lecturers to resort to classroom-based reading assignments to encourage students' reading practice, which is ineffective in terms of developing the overall students' reading literacy skills.
2. The students' lack of reading motivation is linked to the single reading approach (IR) adopted by lecturers, and a lack of interactive reading activities. As mentioned above, most of the reading tasks students do in the classroom are intensive on the ELT contents involving textbooks and coursebooks, and there is a shortage of interaction with extensive reading materials, which has negative effects on the development of their reading fluency, vocabulary growth, and motivation to handle complex texts.

3. Engaging students in intensive activities through scaffolded reading as the main instructional strategy does not reflect significant reading practice to develop students' reading autonomy. Instead, extensive collaborative reading tasks are more productive. Scaffolded reading is generally used to assist students with reading strategies at the early stage of instruction, empowering them to effectively interact with various reading materials.
4. The scarcity of intensive ELT reading materials, unavailability of physical and digital ER materials, absence of technological infrastructures, as well as inadequacy of the reading space in the institution's library, hinders students' reading literacy development. It establishes the main reason why students prefer reading at home to reading at school. The physical environment of the institution, especially the library, does not attract students' reading interest and motivation, which discourages the promotion of good reading habits.
5. The absence of technology infrastructures and reading resources in the institution, confirmed by the findings collected from the observation, the students and lecturers questionnaires, stems from the inefficient and ineffective implementation of institutional policies for the acquisition of necessary and functional resources to ensure successful reading literacy development and guarantee quality in higher education.
6. The lack of technological infrastructures and digital literacy education in the institution influences lecturers' and students' apprehension and unfamiliarity with the AI tools for reading purposes, though they have a positive attitude towards them. These tools are both advantageous for lecturers, looking at the instructional perspective, and students from the learning angle.
7. The collaboration among lecturers, administrators, and students for reading literacy development in the institution is not regarded as a priority. For this reason, issues related to reading literacy instruction, library reading materials, technological infrastructures, and the physical environment conditions for reading are hardly ever addressed.
8. The findings from experiments in this study reveal that the students under research can deal with reading assignments unconditionally, if they are adequately oriented and encouraged to read using appropriate strategies.

The number of books and articles the students managed to read in two months signals the efficiency and effectiveness of the proposed interactive reading strategies within the IR and ER approaches.

6.2. Contributions to the Field of Reading Literacy in Higher Education

Reading literacy is a fundamental component that students in higher education need to develop for academic success and autonomous learning throughout their lifespan. The reading demands in ELT education, especially in contexts where English is a foreign language, constitute an inordinate concern, instigated by reluctant readers considering the reading load they are expected to handle in the academic environment. Recognising that reading reluctance may be influenced by various internal or external factors which turn into habit from early reading experiences, it suggests that the problem under research is not exclusive to university students. It also involves students from previous levels of schooling and ordinary people in general. Therefore, research in this area is of well-intentioned consideration deserving special attention for the challenges and advantages it brings to reading instruction to empower students with the ability to comprehend and critically interact with reading materials for the benefits of academic performance and success, as well as personal development. Thus, one way to reduce the reading pain most students reveal at this level of education is to help them develop a liking for reading and build an overall autonomy in reading by engaging them in different reading practices based on effective approaches and interactive strategies.

Interactive reading strategies are regarded as critical in developing reading literacy, since, besides improving comprehension skills, they engage students in reading practices with enhanced motivation to read various materials, boost critical thinking skills, and establish a good reading culture. Furthermore, the combination of these strategies with a systematic reading approach offers ample opportunities for students to fully get involved in appealing collaborative reading activities, which is a central aspect to heighten students' motivation, self-confidence, and autonomy through accountability in the reading development endeavour. As a result, several discussions held throughout the work revolved around two main theories

underlying the proposed approach and strategies. First, the Social Constructivist Theory, by recognising that reading is also a socially constructed cognitive act, and the SDT for endorsing the sense of democracy in learning contexts, both support the learning autonomy theory, which focuses on making students accountable for their learning experiences. All considered, the pedagogical perspective on which the study proposal elaborates provides an essential tool for teaching reading at any level of education since the procedures are practical and adjustable to students' level in favour of helping them to direct their progress in learning under the lecturer's guidance. Additionally, an instructional approach merging both IR and ER, including collaborative activities among students, provides many cognitive and, hence, academic benefits which expand to the social and economic domains. It grants the possibility to proportionate quality education, valued citizens, and a healthy society, believing that the reading practices maintained during the instruction cultivate confident and competent readers, lifelong autonomous learners, and consequently, professionals who can solve various social problems.

Teaching the ability to read under the above-mentioned approaches and strategies collaboratively represents an essential strategy to immerse students in motivating and attractive reading experiences that will support individuals' intellectual growth, which is more likely to influence in-depth the social and economic development of a country.

6.3. Limitations and Drawbacks of the Study and Suggestions for Further Research

Recalling that scientific research is a process involving time, personal effort, and external factors that are likely to affect it, no research paper is purely perfect; there are always some constraints. And the present research is not an exception, since it was planned late in 2020, but its development was hampered by various issues that slowed down the accomplishment of the thesis writing process in the previously mentioned time limit, according to the research plan timeline. Thus, the following limitations, whose control was beyond my responsibility, affected the research to some extent:

1. While writing the literature review of this work, I noticed the scarcity of specific materials on autonomous reading or reading autonomy. However, the research on related topics such as learner autonomy, independent reading, ER, reading comprehension strategies, and reading literacy instruction, in general, provided enough inputs to elaborate on the research focus and produce the present piece, which I expect to be valuable for future researchers.
2. Another constraint that slowed down my research process was the COVID-19 pandemic. During that period, I was in my residential country, Angola, and unexpectedly, my academic trips to Portugal were restricted because of the lockdown. This altered my research project timeline.
3. Time constraints because of my professional responsibilities in Angola. Coping with research and professional affairs, simultaneously, has been a great challenge among student-workers. It was rather difficult to work and write my thesis at the same time, owing to workloads. Thesis writing demands considerable time to fulfil the requirements of academic and scientific work at the PhD level.
4. Financial issue was also another major problem which affected, to a great extent, my academic duties with the Faculty of Social Sciences and Humanities of Nova University of Lisbon. For that reason, I had to cancel my registration for one full academic year to create conditions for the following years. Fortunately, the problems were overcome at the end of 2023, granting me another opportunity to resume my research in Portugal in April 2024.
5. The shortage of IR materials and the nonexistence of ER ones, as well as the lack of technological infrastructures in the institution, led students to be copiously dependent on digital resources, utilising personal technological devices and Internet facilities.
6. Like the preceding students' limitation, I also faced difficulties with Internet facilities while in Angola. The problem prevented me from conducting effective secondary research for my thesis. It is an enormous constraint to research in contexts with inefficient Internet accessibility and scarce physical bibliography in local institutions' libraries.

On the other hand, like the constraints above, some other issues would have been considered and changed if more research time were available, coupled with the necessary resources. Therefore, the drawbacks below reflect the aforementioned issues:

1. Contrary to the time planned for experiments of the proposed interactive reading strategies, there was a short time for such a purpose, due to the institution's administrative organisation at the beginning of the academic year 2024/2025. If the academic year started earlier, I believe there would have been enough time to try out most of the strategies; consequently, more research data would have been collected.
2. Distance experiments orientation without full mastery of ICT was another challenge I experienced. If I had had a specific digital literacy skills training as an essential component to help ELT students improve their reading difficulties, the ICT support would have significantly contributed to the teacher conferencing interactive strategy, one of those proposed, for more effective feedback.
3. Utilising the scaffolding reading strategy by distance, in the research context, was not as efficient as it could have been in person. Part of the pre-experiment intensive reading practice to help students master the reading strategies and effective use of comprehension skills was carried out online. Therefore, owing to technological shortcomings which hampered effective interaction with students, though with limited resources, the results inferred from students' feedback were not so gratifying as expected.
4. The analysis of most results gathered from the research was made without utilising any advanced data analysis instruments because of lacking enough skills to handle them. If they were utilised, I believe that they would have accelerated the thesis writing process and, probably, would have presented the findings in a more elaborated perspective, considering the precision of automated data analysis tools.
5. During the research data collection, after having received the feedback from questionnaires addressed to students and lecturers, I realised that not all of them had answered. I expected to gather information from all of them, reaching a hundred per cent of the participants. This could have added more

data for analysis in the study. However, I think the results obtained represent the expected number of responses to help draw credible and reliable conclusions since they were provided by over seventy per cent of the research participants.

Conclusively, being aware of the significance of reading abilities in the students' academic achievements and the necessity to provide suitable training to future education professionals, I reflectively intend to expand my research to every speciality offered by ISCED-Benguela, apart from the one under the current research, to have a holistic perception of the reading difficulties affecting students in different fields of knowledge. Based on this intention, I suggest an in-depth exploration of the effects of integrating the instruction of reading literacy skills into the teacher training curriculum in higher education, as a relevant issue for further research.

6.4. Recommendations for Lecturers, Administrators, and Policymakers

Having reflected on the research conclusions generated from the results, including their interpretation and discussion on the theoretical foundations of this study, the following recommendations were underlined:

1. Since classroom-based IR tasks and continuous assessments lead students to be more reactive than proactive to reading, to help them become more autonomous in their reading assignments, lecturers should explore extensive and engaging reading activities and, if necessary, assess students through assessment for learning by using reading portfolios.
2. Being aware of the three areas of knowledge composing the ELT curriculum and the reading gap students demonstrate because of the reported engagement in IR activities, 33.33% of the contents taught in the speciality should be allocated to ER, which is implicit in the literature area, to help students improve their reading practice in and outside the classroom.
3. Considering the nature of the scaffolded reading strategy, very common in IR practice, it should be used to teach the reading strategies and skills to students at the beginning of reading instruction, as they gain the ability to apply them, assignments that foster reading autonomy must be encouraged.

Thus, students are expected to engage in autonomous and collaborative reading tasks at the advanced stage of reading instruction.

4. Reflecting on the issues reported by the findings from the library observation, I think the institution should make more effort to modernize the library, by investing in diversified reading materials for all specialities at ISCED-Benguela, technology infrastructures for digital information component, additional services for library users apart from reading materials, specialized training for librarians, and overall environmental conditions to promote reading literacy development and scientific research within the international parameters.
5. Because of the scarcity of technological infrastructures and diverse reading materials, ISCED-Benguela should implement specific policies to equip the institution with technology and ameliorate the library resources, not only for reading literacy development but also for being elementary requirements for higher education institutions in the 21st century.
6. Taking into consideration the digital era and the necessity of using technology for academic and scientific purposes, besides being one of the requirements for a university institution, ISCED-Benguela should promote specific training on digital literacy skills, in general, and help students and lecturers become familiar with AI tools for reading and research purposes.
7. Collaboration among the institution members, including students, partners or collaborators, should be encouraged to cope with various problems affecting the institution in different ways, with emphasis on the institutional policies for reading literacy improvement. The absence of collaboration may prevent students from acquiring the essential skills and competencies to cope with future challenges and responsibilities as ELT professionals, as well as lifelong readers and learners.
8. Having confirmed that students are willing to embrace the accountability for their reading assignments if guided through encouraging reading approaches and strategies, I recommend the combination of IR and ER approaches, and the collaborative strategies proposed in this work to help students enhance their motivation and develop overall skills in reading literacy.

The above recommendations signal the end of this work, developed in six chapters. Thus far, the study has addressed the subject of reading literacy development in higher education, triggered by the ELT students' reading reluctance, in the Angolan context. Hence, I hope it represents an important contribution to the arena of reading for related research in different contexts. The following sections will cover the bibliography used and the appendices of the work.

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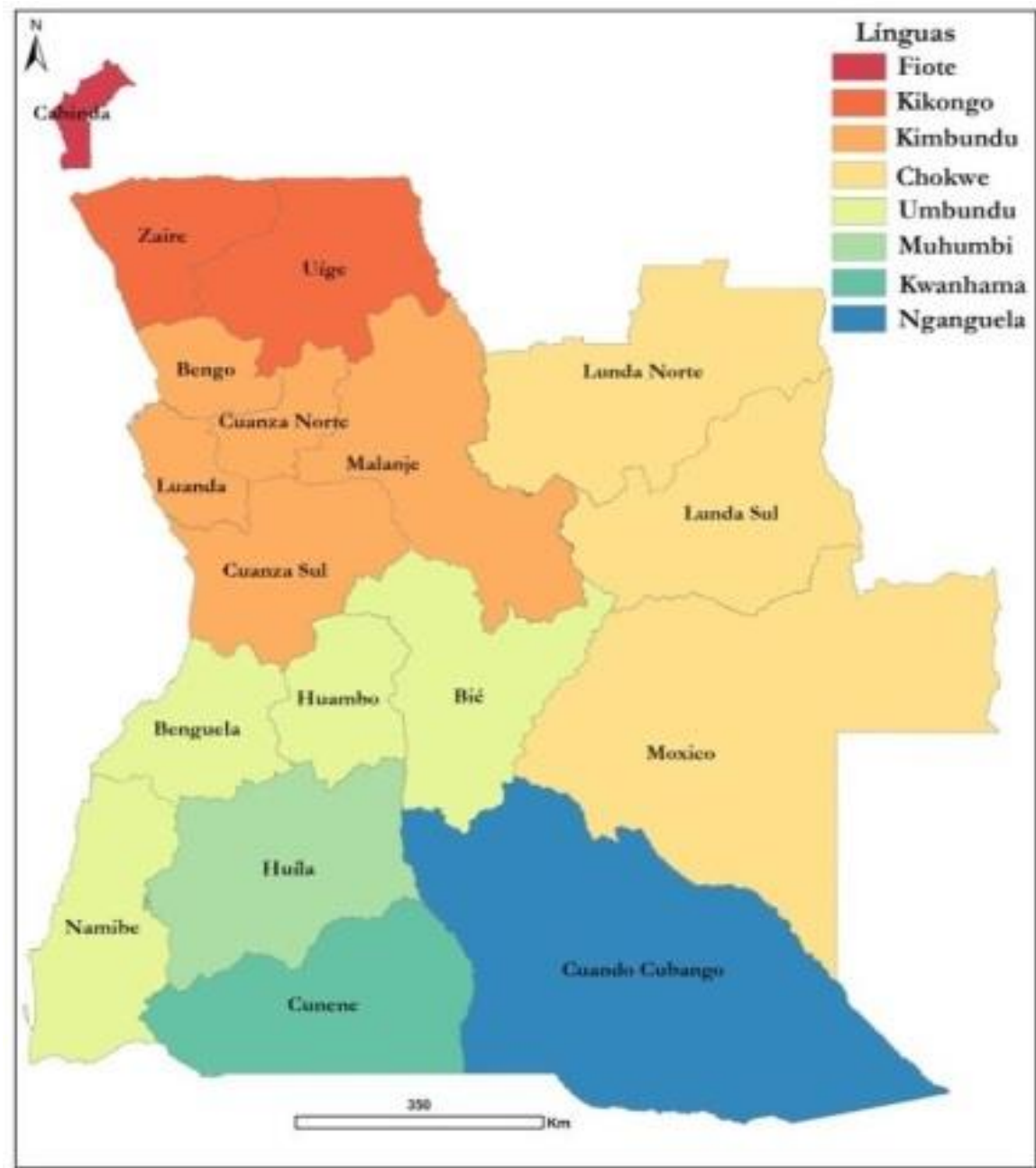
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APPENDICES

Appendix A: Map of the Main Languages of Angola



Note. From INE-Angola (2016, p. 51).

Appendix B: ISCED-Benguela Autonomization (Dispatch in the Presidential Decree 285/20 of October 29, Section III, Art. 17, line b) of the National Gazette)



DIÁRIO DA REPÚBLICA

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SUMÁRIO

PRESIDENTE DA REPÚBLICA

Presidente da República

Decreto Presidencial n.º 284/20:

Aprova a abertura do crédito adicional suplementar no montante de Kz: 1 904 550 780,00, para o pagamento de despesas da Unidade Orçamental — Agência de Investimento Privado e Promoção das Exportações.

Decreto Presidencial n.º 285/20:

Estabelece a reorganização da Rede de Instituições Públicas de Ensino Superior. — Revoga o Decreto n.º 5/09, de 7 de Abril, o Despacho Presidencial n.º 38/16, de 24 de Março, o Decreto Presidencial n.º 172/14, de 23 de Julho, o Despacho Presidencial n.º 63/16, de 18 de Maio, e as disposições que contrariam o disposto no presente Diploma, nomeadamente, a alínea b) do artigo 7.º, o iv da alínea a) do n.º 1 do artigo 8.º, as alíneas a) e b) do n.º 1 do artigo 9.º, o n.º 2 do artigo 12.º, o artigo 13.º, o n.º 2 do artigo 14.º, o n.º 2 do artigo 16.º, a alínea b) do artigo 17.º, o n.º 2 do artigo 18.º, a alínea a) do artigo 19.º, todos do Decreto n.º 7/09, de 12 de Maio, e o artigo 2.º do Decreto Presidencial n.º 188/14, de 4 de Agosto.

Decreto Presidencial n.º 286/20:

Nomeia José Carvalho da Rocha para cargo de Governador da Província do Uíge.

Despacho Presidencial n.º 156/20:

Autoriza a despesa e a abertura do Procedimento de Contratação Simplificada, pelo Critério Material, para a prestação de serviços de apoio estratégico e de assistência técnica em políticas de funcionamento na Área da Administração Fiscal Petrolífera à Administração Geral Tributária, no valor global de USD 10 500 000,00, e a Ministra das Finanças, com a faculdade de subdelegar, a praticar todos os actos decisórios e de aprovação tutelar correspondente ao Procedimento de Contratação, incluindo a assinatura do Contrato.

Ministério da Juventude e Desportos

Decreto Executivo n.º 255/20:

Aprova o Regulamento do Registo das Associações Juvenis e Estudantis. — Revoga toda a legislação que contrarie o disposto no presente Diploma.

Decreto Presidencial n.º 284/20

de 29 de Outubro

Havendo necessidade de se proceder à autorização do crédito adicional no Orçamento Geral do Estado, para o Exercício Económico de 2020, para suportar as despesas da Unidade Orçamental Agência de Investimento Privado e Promoção das Exportações (AIPEX).

O Presidente da República decreta, nos termos da alínea d) do artigo 120.º e do n.º 3 do artigo 125.º, ambos da Constituição da República de Angola, conjugados com os artigos 26.º e 27.º da Lei n.º 15/10, de 14 de Julho — Lei do Orçamento Geral do Estado, o seguinte:

ARTIGO 1.º

(Aprovação de abertura de crédito adicional suplementar)

É aprovada a abertura do crédito adicional suplementar no montante de Kz: 1 904 550 780,00 (mil milhões, novecentos e quatro milhões, quinhentos e cinquenta mil, setecentos e oitenta Kwanzas), para o pagamento de despesas da Unidade Orçamental Agência de Investimento Privado e Promoção das Exportações.

ARTIGO 2.º

(Atribuição do crédito adicional)

O crédito adicional aberto nos termos do artigo 1.º do presente Decreto Presidencial é afecto à Unidade Orçamental Agência de Investimento Privado e Promoção das Exportações.

ARTIGO 3.º

(Dúvidas e omissões)

As dúvidas e omissões resultantes da interpretação e aplicação do presente Diploma são resolvidas pelo Presidente da República.

ARTIGO 4.º
(Entrada em vigor)

O presente Decreto Presidencial entra em vigor no dia seguinte à data da sua publicação.

Publique-se.

Luanda, aos 23 de Outubro de 2020.

O Presidente da República, JOÃO MANUEL GONÇALVES LOURENÇO.

Decreto Presidencial n.º 285/20
de 29 de Outubro

Considerando que a organização da Rede de Instituições de Ensino Superior, em regiões académicas baseada exclusivamente, em critérios especiais, estabelecida pelo Decreto n.º 7/09, de 12 de Maio, não tem revelado alinhamento com um Plano de Desenvolvimento Económico Regional do País;

Havendo necessidade de se proceder à reorganização da Rede de Instituições Públicas de Ensino Superior, com base na racionalização dos recursos existentes, com o objectivo de atender as necessidades de desenvolvimento nacional, bem como enquadrar novas iniciativas de criação de Instituições Públicas de Ensino Superior;

Atendendo ao disposto no n.º 3 do artigo 96.º da Lei n.º 17/16, de 7 de Outubro, que estabelece os Princípios e as Bases Gerais do Sistema de Educação e Ensino;

O Presidente da República decreta, nos termos da alínea l) do artigo 120.º e do n.º 3 do artigo 125.º, ambos da Constituição da República de Angola, o seguinte:

CAPÍTULO I
Disposições Gerais

ARTIGO 1.º
(Objecto)

O presente Decreto Presidencial estabelece a Reorganização da Rede de Instituições Públicas de Ensino Superior.

ARTIGO 2.º
(Âmbito)

O presente Decreto Presidencial aplica-se a todas as Instituições Públicas de Ensino Superior, bem como às suas Unidades Orgânicas, nomeadamente faculdades, institutos e escolas.

ARTIGO 3.º
(Finalidade)

A Reorganização da Rede de Instituições Públicas de Ensino Superior tem como finalidade a sua expansão ordenada e adequação aos objectivos estratégicos do desenvolvimento económico, social, tecnológico e comunitário, no território em que está inserida, em conformidade com os programas do Executivo e assenta no redimensionamento das instituições já existentes, na fusão de algumas instituições e na criação de novas Instituições Públicas de Ensino Superior.

ARTIGO 4.º
(Fusão de Instituições Públicas de Ensino Superior)

A fusão tem por objectivo reduzir o número de Instituições Públicas de Ensino Superior, evitando a dispersão de recursos e proporcionando uma gestão mais racional e partilhada de recursos humanos, docentes e não docentes, infra-estruturas e serviços, tais como bibliotecas, refeitórios, lares, gabinetes administrativos e gabinetes para docentes.

CAPÍTULO II
Reorganização da Rede de Instituições
Públicas de Ensino Superior

SECÇÃO I
Rede de Universidades Públicas e suas Unidades Orgânicas

ARTIGO 5.º
(Universidades públicas)

O Subsistema de Ensino Superior compreende as Universidades Públicas seguintes:

- a) Universidade Agostinho Neto;
- b) Universidade Cuito Cuanavale;
- c) Universidade José Eduardo dos Santos;
- d) Universidade Katyavala Bwila;
- e) Universidade Kimpa Vita;
- f) Universidade de Luanda;
- g) Universidade Lueji a Nkonde;
- h) Universidade Mandume Ya Ndemufayo;
- i) Universidade do Namibe;
- j) Universidade 11 de Novembro;
- k) Universidade Rainha Njinga a Mbande.

ARTIGO 6.º
(Unidades Orgânicas da Universidade Agostinho Neto)

A Universidade Agostinho Neto tem a sua sede no Distrito Urbano da Cidade Universitária, na Província de Luanda, e compreende as unidades orgânicas seguintes:

- a) Faculdade de Ciências Naturais;
- b) Faculdade de Ciências Sociais;
- c) Faculdade de Direito;
- d) Faculdade de Economia;
- e) Faculdade de Engenharia;
- f) Faculdade de Humanidades;
- g) Faculdade de Medicina;
- h) Instituto de Ciências de Saúde;
- i) Instituto de Educação Física e Desportos;
- j) Escola de Hotelaria e Turismo.

ARTIGO 7.º
(Unidades Orgânicas da Universidade Cuito Cuanavale)

A Universidade Cuito Cuanavale tem a sua sede na Cidade de Menongue, na Província do Cuando Cubango, e compreende as Unidades Orgânicas seguintes:

- a) Instituto Politécnico;
- b) Escola Pedagógica.

ARTIGO 8.º

(Unidades Orgânicas da Universidade José Eduardo dos Santos)

A Universidade José Eduardo dos Santos tem a sua sede na Cidade do Huambo, na Província do Huambo, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Ciências Agrárias;
- b) Faculdade de Direito;
- c) Faculdade de Economia;
- d) Faculdade de Engenharia;
- e) Faculdade de Medicina;
- f) Faculdade de Medicina Veterinária;
- g) Instituto Politécnico.

ARTIGO 9.º

(Unidades Orgânicas da Universidade Katyavala Bwila)

A Universidade Katyavala Bwila tem a sua sede na Cidade de Benguela, na Província de Benguela, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Direito;
- b) Faculdade de Economia;
- c) Faculdade de Medicina;
- d) Instituto Politécnico.

ARTIGO 10.º

(Unidades Orgânicas da Universidade Kimpa Vita)

A Universidade Kimpa Vita tem a sua sede na Cidade do Uíge, na Província do Uíge, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Direito;
- b) Faculdade de Economia;
- c) Instituto Politécnico.

ARTIGO 11.º

(Unidades Orgânicas da Universidade Lueji a Nkonde)

A Universidade Lueji a Nkonde tem a sua sede na Cidade do Dundo, na Província da Lunda-Norte, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Direito, na Cidade do Dundo, na Província da Lunda-Norte;
- b) Faculdade de Economia, na Cidade do Dundo, na Província da Lunda-Norte;
- c) Instituto Politécnico, na Cidade de Saurimo, na Província da Lunda-Sul;
- d) Escola Pedagógica, na Cidade do Dundo, na Província da Lunda-Norte.

ARTIGO 12.º

(Unidades Orgânicas da Universidade Mandume Ya Ndemufayo)

A Universidade Mandume Ya Ndemufayo tem a sua sede na Cidade do Lubango, na Província da Huíla, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Direito;
- b) Faculdade de Economia;
- c) Faculdade de Medicina;
- d) Instituto Politécnico;
- e) Instituto Politécnico, na Cidade de Ondjiva, Província do Cunene.

ARTIGO 13.º

(Unidades Orgânicas da Universidade 11 de Novembro)

A Universidade 11 de Novembro tem a sua sede na Cidade de Cabinda, na Província de Cabinda, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Direito;
- b) Faculdade de Economia;
- c) Faculdade de Medicina;
- d) Instituto Politécnico.

SECÇÃO II

Novas Universidades Públicas e suas Unidades Orgânicas

ARTIGO 14.º

(Universidade do Namibe)

1. A Academia de Pescas e Ciências do Mar do Namibe, criada por Despacho Presidencial n.º 63/16, de 18 de Maio, passa a ser uma Instituição Pública, com a denominação de Universidade do Namibe.

2. A Universidade do Namibe tem a sua sede na Cidade de Moçâmedes, na Província do Namibe, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Ciências Naturais;
- b) Faculdade de Ciências das Pescas;
- c) Faculdade de Ciências Sociais e Humanidades;
- d) Faculdade de Engenharias e Tecnologias.

3. A Universidade do Namibe absorve nas suas unidades orgânicas a oferta formativa e todos os recursos da Escola Superior Politécnica do Namibe e da Escola Superior Pedagógica do Namibe.

ARTIGO 15.º

(Universidade Rainha Njinga a Mbande)

1. É criada a Universidade Rainha Njinga a Mbande, com sede na Cidade de Malanje, na Província de Malanje, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Medicina;
- b) Instituto Politécnico;
- c) Instituto de Tecnologia Agro-Alimentar.

2. Todos os estabelecimentos públicos de ensino superior localizados na Província de Malanje passam a integrar a orgânica da Universidade Rainha Njinga a Mbande, nos termos do n.º 1 do presente artigo.

ARTIGO 16.º

(Universidade de Luanda)

É criada a Universidade de Luanda, com sede na Cidade de Luanda, na Província de Luanda, e compreende as Unidades Orgânicas seguintes:

- a) Faculdade de Artes;
- b) Faculdade de Serviço Social;
- c) Instituto Politécnico de Gestão, Logística e Transportes;
- d) Instituto de Tecnologias de Informação e Comunicação.

SECÇÃO III
Rede de Institutos Superiores Autónomos

ARTIGO 17.º
(Institutos Superiores Autónomos)

Nos termos do presente Diploma, o Subsistema de Ensino Superior compreende os Institutos Superiores Públicos Autónomos seguintes:

- a)* Na Província do Bengo, na Cidade de Caxito, o Instituto Superior Politécnico do Bengo, antiga Unidade Orgânica da Universidade Agostinho Neto;
- b)* Na Província de Benguela, na Cidade de Benguela, o Instituto Superior de Ciências da Educação, antiga Unidade Orgânica da Universidade Katyavala Bwila;
- c)* Na Província de Cabinda, na Cidade de Cabinda, o Instituto Superior de Ciências da Educação, antiga Unidade Orgânica da Universidade 11 de Novembro;
- d)* Na Província do Cuanza-Sul:
 - i.* Instituto Superior de Ciências da Educação, na Cidade do Sumbe, antiga Unidade Orgânica da Universidade Katyavala Bwila;
 - ii.* Instituto Superior de Petróleos, na Cidade do Sumbe;
 - iii.* Instituto Superior Politécnico do Cuanza-Sul, na Cidade do Sumbe.
- e)* Na Província do Huambo, o Instituto Superior de Ciências da Educação, na Cidade do Huambo;
- f)* Na Província da Huíla, o Instituto Superior de Ciências da Educação, na Cidade do Lubango;
- g)* Na Província de Luanda, o Instituto Superior de Ciências da Educação, na Cidade de Luanda;
- h)* Na Província do Uíge, o Instituto Superior de Ciências da Educação, na Cidade do Uíge;
- i)* Na Província do Zaire, o Instituto Superior Politécnico, na Cidade do Soyo.

ARTIGO 18.º
(Alteração de Tipologia de Escola para Instituto Superior Autónomo)

As Instituições Públicas de Ensino Superior que foram criadas como Escolas Superiores, pelo Decreto n.º 7/09, de 12 de Maio, nos termos do presente Diploma passam a ser Institutos Superiores Politécnicos Autónomos:

- a)* Na Província do Bié, na Cidade do Cuito, a Escola Superior Politécnica, antiga Unidade Orgânica da Universidade José Eduardo dos Santos;
- b)* Na Província do Cuanza-Norte, na Cidade de N'Dalatando, a Escola Superior Politécnica do Cuanza-Norte, antiga Unidade Orgânica da Universidade Kimpa Vita;
- c)* Na Província do Moxico, na Cidade do Luena, a Escola Superior Politécnica do Moxico, antiga Unidade Orgânica da Universidade José Eduardo dos Santos.

SECÇÃO IV
Rede de Escolas Superiores Autónomas

ARTIGO 19.º
(Escolas Superiores Autónomas)

Nos termos do presente Diploma, o Subsistema de Ensino Superior compreende as Escolas Superiores Autónomas seguintes:

- a)* Na Província do Bengo, a Escola Superior Pedagógica do Bengo, na Cidade de Caxito;
- b)* Na Província do Bié, a Escola Superior Pedagógica do Bié, na Cidade do Cuito;
- c)* Na Província do Cuanza-Norte, a Escola Superior Pedagógica do Cuanza-Norte, na Cidade de N'Dalatando;
- d)* Na Província do Zaire, a Escola Superior de Ciências Sociais, Artes e Humanidades, na Cidade de Mbanza Congo, antiga Escola Superior Politécnica da Universidade 11 de Novembro.

SECÇÃO V
Extinção de Instituições Públicas de Ensino Superior

ARTIGO 20.º
(Extinção de Instituições de Ensino)

São extintas as Instituições Públicas de Ensino Superior seguintes:

- a)* Academia de Ciências de Saúde, na Província do Uíge;
- b)* Instituto Superior de Ciências da Comunicação, na Província de Luanda, cujo curso passa a integrar a oferta formativa da Universidade Agostinho Neto;
- c)* Instituto Superior de Educação Física e Desporto, na Província de Luanda, que passa a integrar a Universidade Agostinho Neto, como sua Unidade Orgânica;
- d)* Instituto Superior de Pescas, na Província do Namibe;
- e)* Instituto Superior de Artes, na Província de Luanda, que passa a integrar a Universidade de Luanda, como sua Unidade Orgânica;
- f)* Instituto Superior de Serviço Social, na Província de Luanda, que passa a integrar a Universidade de Luanda, como sua Unidade Orgânica;
- g)* Instituto Superior de Tecnologias de Informação e Comunicação, na Província de Luanda, que passa a integrar a Universidade de Luanda, como sua Unidade Orgânica;
- h)* Instituto Superior Politécnico de Gestão, Logística e Transportes, em Luanda, que passa a integrar a Universidade de Luanda, como sua Unidade Orgânica;
- i)* Instituto Superior de Relações Internacionais Venâncio de Moura;

- j) Instituto Superior Politécnico, em Malanje, que passa a integrar a Universidade Rainha Njinga a Mbande;
- k) Instituto Superior de Tecnologia Agro-Alimentar, em Malanje, que passa a integrar a Universidade Rainha Njinga a Mbande;
- l) Escola Superior Politécnica de Malanje, cujos cursos passam a integrar a oferta formativa da Universidade Rainha Njinga a Mbande.

CAPÍTULO III

Disposições Finais e Transitórias

ARTIGO 21.º

(Transição e funcionamento)

1. A oferta formativa, o arquivo, o património e o respectivo pessoal do quadro das Instituições de Ensino Superior ou Unidades Orgânicas que foram extintas, fundidas ou integradas noutras são transferidas para as Instituições Públicas de Ensino Superior, que tenham sido objecto da reorganização prevista no presente Diploma.

2. A reorganização da Rede de Instituições Públicas de Ensino Superior prevista no presente Diploma deve ocorrer sob a coordenação geral do Titular do Departamento Ministerial responsável pela gestão do Subsistema de Ensino Superior, devendo praticar todos os actos necessários para a sua efectivação, nos termos da legislação em vigor na Administração Pública.

3. Todos os cursos das Ciências da Educação que são ministrados em instituições de tipo politécnico mantêm na instituição, mas organizados no Departamento de Ensino e Investigação de Ciências da Educação, até que a sua evolução e as condições que se venham a criar, determinem a sua descontinuidade ou a sua integração, na nova instituição no quadro da reorganização do Ensino Superior Pedagógico.

ARTIGO 22.º

(Descontinuidade da oferta do curso de Relações Internacionais do extinto Instituto Superior de Relações Internacionais Venâncio de Moura)

1. A oferta do curso de Licenciatura de Relações Internacionais, ministrado no extinto Instituto Superior de Relações Internacionais Venâncio de Moura, deve ser descontinuada até ao final do Ano Académico 2024.

2. Para efeitos do disposto no número anterior, no início do Ano Académico 2021, não dever-se-á ser efectuadas novas matrículas de ingresso no curso de Licenciatura de Relações Internacionais.

3. Durante o processo de descontinuidade do curso de Licenciatura em Relações Internacionais, o mesmo deve continuar, a título transitório, a ser ministrado nas actuais instalações afectas ao extinto Instituto Superior de Relações Internacionais Venâncio de Moura, cujos termos da sua ministração deverão ser determinados pelo Titular do Departamento Ministerial responsável pela gestão do Subsistema de Ensino Superior.

4. Sem prejuízo do disposto nos números anteriores, o Titular do Departamento Ministerial responsável pela gestão do Subsistema de Ensino Superior deve decidir sobre a continuidade de funcionamento ou não do curso de Licenciatura de Relações Internacionais, do extinto Instituto Superior de Relações Internacionais Venâncio de Moura, em outra Instituição Pública de Ensino Superior.

ARTIGO 23.º

(Órgãos e serviços)

A globalidade de órgãos, serviços e Unidades Orgânicas de Ensino e Investigação Científica das Instituições Públicas de Ensino Superior deve estar prevista nos respectivos estatutos orgânicos, que devem ser aprovados em conformidade com a legislação vigente no Subsistema de Ensino Superior e demais legislação aplicável.

ARTIGO 24.º

(Instalação das Novas Instituições Públicas de Ensino Superior)

A instalação das novas Instituições Públicas de Ensino Superior resultantes da reorganização prevista no presente Diploma é assegurada por comissões instaladoras, até à tomada de posse do órgão executivo de gestão, nos termos da lei.

ARTIGO 25.º

(Revogação)

1. São revogados os diplomas legais seguintes:
 - a) O Decreto n.º 5/09, de 7 de Abril;
 - b) O Despacho Presidencial n.º 38/16, de 24 de Março;
 - c) O Decreto Presidencial n.º 172/14, de 23 de Julho;
 - d) O Despacho Presidencial n.º 63/16, de 18 de Maio.
2. São revogadas as disposições que contrariam o disposto no presente Diploma, nomeadamente:
 - a) A alínea b) do artigo 7.º, o iv da alínea a) do n.º 1 do artigo 8.º, as alíneas a) e b) do n.º 1 do artigo 9.º, o n.º 2 do artigo 12.º, o artigo 13.º, o n.º 2 do artigo 14.º, o n.º 2 do artigo 16.º, a alínea b) do artigo 17.º, o n.º 2 do artigo 18.º, a alínea a) do artigo 19.º, todos do Decreto n.º 7/09, de 12 de Maio;
 - b) O artigo 2.º do Decreto Presidencial n.º 188/14, de 4 de Agosto.

ARTIGO 26.º

(Dúvidas e omissões)

As dúvidas e omissões suscitadas na interpretação e aplicação do presente Diploma são resolvidas pelo Presidente da República.

ARTIGO 27.º

(Entrada em vigor)

O presente Decreto Presidencial entra em vigor na data da sua publicação.

Apreciado em Conselho de Ministros, em Luanda, aos 29 de Julho de 2020.

Publique-se.

Luanda, aos 20 de Outubro de 2020.

O Presidente da República, JOÃO MANUEL GONÇALVES LOURENÇO.

Decreto Presidencial n.º 286/20
de 29 de Outubro

Por conveniência de serviço;

O Presidente da República decreta, nos termos da alínea k) do artigo 119.º e do n.º 3 do artigo 125.º, ambos da Constituição da República de Angola, o seguinte:

É nomeado José Carvalho da Rocha para cargo de Governador da Província do Uíge.

Publique-se.

Luanda, aos 22 de Outubro de 2020.

O Presidente da República, JOÃO MANUEL GONÇALVES LOURENÇO.

Despacho Presidencial n.º 156/20
de 29 de Outubro

Considerando a necessidade de se proceder à abertura do procedimento de contratação simplificada, em função do critério material, tendo como fundamento a continuidade do projecto executivo para a reforma tributária iniciada em 2006;

Tendo em conta que se afigura necessário proceder à aquisição de serviços de consultoria técnica especializada para a consolidação e execução plena das orientações gerais da reforma tributária;

Atendendo que estão em causa serviços de natureza intelectual que não permitem a elaboração de especificações contratuais suficientemente precisas para a apresentação de atributos qualitativos da proposta necessários à fixação do critério de adjudicação da proposta economicamente mais vantajosa, nos termos da Lei n.º 9/16, de 16 de Junho — Lei dos Contratos Públicos;

O Presidente da República determina, nos termos da alínea d) do artigo 120.º e do n.º 5 do artigo 125.º, ambos da Constituição da República de Angola, conjugados com a alínea b) do n.º 1 do artigo 29.º, artigos 31.º, 32.º, 33.º, 35.º, 37.º, com a redacção actualizada, pela Rectificação n.º 23/16, de 27 de Outubro, e alínea d) do artigo 44.º, artigos 143.º e 146.º da Lei n.º 9/16, de 16 de Junho — Lei dos Contratos Públicos, e com a alínea a) do n.º 2 do Anexo X, actualizado pelo n.º 14 do artigo 10.º do Decreto Presidencial n.º 141/20, de 21 de Maio, o seguinte:

1. É autorizada a despesa e a abertura do Procedimento de Contratação Simplificada, pelo Critério Material, para a prestação de serviços de apoio estratégico e assistência técnica em políticas de funcionamento na Área da Administração Fiscal Petrolífera à Administração Geral Tributária, no valor global de USD 10 500 000,00 (dez milhões e quinhentos mil dólares dos Estados Unidos da América).

2. A Ministra das Finanças é autorizada, com a faculdade de subdelegar, para praticar todos os actos decisórios e de aprovação tutelar correspondente ao Procedimento de Contratação, incluindo a assinatura do Contrato.

3. A Ministra das Finanças deve assegurar a disponibilização de recursos financeiros necessários à execução do referido Contrato.

4. As dúvidas e omissões resultantes da interpretação e aplicação do presente Despacho Presidencial são resolvidas pelo Presidente da República.

5. O presente Despacho Presidencial entra em vigor no dia seguinte à data da sua publicação.

Publique-se.

Luanda, aos 23 de Outubro de 2020.

O Presidente da República, JOÃO MANUEL GONÇALVES LOURENÇO.

MINISTÉRIO DA JUVENTUDE E DESPORTOS

Decreto Executivo n.º 255/20
de 29 de Outubro

Considerando que o desenvolvimento integral dos jovens constitui, nos termos da alínea i) do artigo 21.º da Constituição da República de Angola, uma das tarefas fundamentais do Estado, a sua materialização implica o reforço da capacidade institucional das associações juvenis e estudantes, com vista ao envolvimento dos jovens nos grandes objectivos da democracia participativa e desenvolvimento social;

Havendo necessidade do Ministério da Juventude e Desportos, de acordo com os n.ºs 1 e 2 do artigo 17.º do Decreto n.º 15/03, de 22 de Abril, de promover o registo das associações juvenis e estudantes;

Em conformidade com os poderes delegados pelo Presidente da República, nos termos do artigo 137.º da Constituição da República de Angola, conjugados com o artigo 17.º do Decreto n.º 15/03, de 22 de Abril, e o artigo 5.º do Estatuto Orgânico do Ministério da Juventude e Desportos, aprovado pelo Decreto Presidencial n.º 228/20, de 7 de Setembro, determino:

ARTIGO 1.º
(Aprovação)

É aprovado o Regulamento do Registo das Associações Juvenis e Estudantes, anexo ao presente Diploma, que dele é parte integrante.

ARTIGO 2.º
(Revogação)

É revogada toda a legislação que contrarie o disposto no presente Diploma.

ARTIGO 3.º
(Dúvidas e omissões)

As dúvidas e omissões suscitadas na interpretação e aplicação do presente Diploma são resolvidas pelo(a) Ministro(a) da Juventude e Desportos.

Appendix C: The ELT Undergraduate Programme Curriculum



BACHARELATO E LICENCIATURA EM

Ensino de Linguística/Inglês

2008/2009

Código: BAC-LIC-ENINGL

1. Grau conferido:

Bietápico

- 1.1. Bacharelato
- 1.2. Licenciatura

2. Duração normal do curso:

- 2.1. **Bacharelato:** 6 semestres lectivos/ 3 anos lectivos
- 2.2. **Licenciatura:** 8 semestres lectivos/ 4 anos lectivos

3. Áreas científicas do curso, distribuição percentual

- 3.1. **Bacharelato:** 33 cadeiras
 - 3.1.1. **Área científica principal (específica):** 11 cadeiras = 33,3%
 - 3.1.2. **Área científica complementar:** 8 cadeiras = 24,3%.
 - 3.1.3. **Área científica Geral:** 14 cadeiras = 42,4%
- 3.2. **Licenciatura:** 38 cadeiras
 - 3.2.1. **Área científica principal (específica):** 15 cadeiras = 39,5%
 - 3.2.2. **Área científica complementar:** 8 cadeiras = 21,0%.
 - 3.2.3. **Área científica geral:** 15 cadeiras = 39,5%

4. Condições à concessão do grau:

- 4.1. **Bacharelato:** Aprovação em todas as cadeiras curriculares que integram o plano de estudo, mais a aprovação do Relatório de Estágio Pedagógico.
- 4.2. **Licenciatura:** Aprovação em todas as cadeiras curriculares que integram o plano de estudo, mais a defesa do Trabalho de Fim de Curso com aproveitamento.

5. Objectivos e perfil profissional:

Objectivo principal do curso: O curso de Linguística/Inglês, no quadro do Instituto Superior de Ciências da Educação, visa formar professores de Língua Inglesa com perfil aceitável que reflecta um conhecimento global nas áreas de Língua Inglesa, Didáctica do Ensino da Língua Inglesa, Linguística e Literaturas, aplicável às áreas das Ciências da Educação.

5.1. Bacharelato: Formar professores de Língua Inglesa para o Primeiro Ciclo do Ensino Secundário.

5.2. Licenciatura: Formar professores de Língua Inglesa para o Ensino Secundário.

6. Saídas profissionais:

Técnicos Superiores na Área de Ciências da Educação - Professores de Língua Inglesa para Leccionar Língua Inglesa em Instituições Públicas e Privadas de Ensino.

7. Trabalho de fim do curso:

7.1. Bacharelato:

7.1.1. Tempo de duração: 6 meses.

7.1.2. Características do Trabalho: Relatório de Estágio.

7.2. Licenciatura:

7.2.1. Tempo de duração: 12 meses.

7.2.2. Características do Trabalho: Dissertação sobre um tema de reflexão de carácter interdisciplinar relacionado com a área científica principal do Curso.

8. Tabela de precedências:

8.1. Número de cadeiras com precedência: 22

8.2. Indicações das cadeiras com precedências:

Curso de Bacharelato e Licenciatura em: ENSINO DE LINGUISTICA/INGLÊS **Regime de Precedência das Cadeiras –2008/ 2009**

Nº	A inscrição em:	Depende da aprovação em:
1	Didáctica Geral	Pedagogia Geral
2	Fonética e Fonologia da Língua Inglesa	Introdução aos Estudos Linguísticos
3	Francês II	Francês I
4	Francês III	Francês II
5	Gramática Generativa	Morfologia e Sintaxe
6	Linguística Aplicada ao Ensino de Inglês	Psicolinguística
7	Linguística Bantu	Introdução aos Estudos Linguísticos
8	Literatura Africana de Expressão Inglesa	Introdução aos Estudos Linguísticos
9	Literatura Anglo-Americana	Literatura Africana
10	Metodologia da Formação de Professores de Inglês	Metodologia do Ensino de Inglês II
11	Metodologia de Investigação Científica II	Técnicas de Composição
12	Metodologia do Ensino de Inglês II	Metodologia do Ensino de Inglês I
13	Português II	Português I
14	Prática Pedagógica I	Metodologia do Ensino de Inglês I
15	Prática Pedagógica II	Metodologia do Ensino de Inglês II
16	Psicolinguística	Introdução aos Estudos Linguísticos
17	Psicologia do Desenvolvimento e da Aprendizagem	Psicologia Geral
18	Psicologia Pedagógica	Psicologia de Desenvolvimento e da Aprendizagem
19	Sociolinguística	Introdução aos Estudos Linguísticos
20	Sociologia da educação	Sociologia Geral

21	Técnicas de Composição	Técnicas de Leitura
22	Técnicas de Leitura	Metodologia de Investigação Científica I

9. Planos de Estudo

9.1. Bacharelato:

9.1.1. Número total de horas do curso: **2.835 H**

9.1.2. Número total de horas de aulas teóricas: **1.530 H**

9.1.3. Número total de horas de aulas práticas (em sala de aula, em laboratório, trabalhos de campo e/ou outros): **1.515 H**

9.1.4. Número total de horas teórico – práticas: **30 H**

9.1.5. Número total de horas dedicadas ao Estágio:

10 Horas/Semana – Total: **150 Horas**

9.1.6. Número total de Unidades de Crédito: **180 UC**

9.2. Licenciatura:

9.2.1. Número total de horas do curso: **3.630 H**

9.2.2. Número total de horas de aulas teóricas: **1.740 H**

9.2.3. Número total de horas de aulas práticas (em sala de aula, em laboratório, trabalhos de campo e/ou outros): **1515 H**

9.2.4. Número total de horas teóricas – prática: **75 H**

9.2.5. Número total de horas dedicadas ao Trabalho de fim de curso:

10 Horas/Semana – Total: **300 Horas**

9.2.6. Número total de Unidades de Crédito: **240 UC**

10. Cadeiras do Curso:

Departamento de Letras Modernas

Plano de Estudo do Curso de Bacharelato e Licenciatura em: ENSINO DE LINGUISTICA/INGLÊS – 2008/2009

Cadeiras 1º Ano		Cód.	Regime			Nº de Horas Semanais				Total de horas			UC
			A	1ºS	2ºS	T	TP	P	Total	1ºS	2ºS	A	
1	Didáctica Geral				x	3			3		45		4
2	Francês I		x			1		1	2			60	4
3	Informática		x			1		2	3			90	6
4	Introdução à Gramática Inglesa		x			3		2	5			150	7
5	Introdução aos Estudos Linguísticos		x			3		1	4			120	6
6	Introdução aos Estudos Literários		x			1		2	3			90	6
7	Metodologia de Investigação Científica I		x			1		2	3			90	6
8	Pedagogia Geral			x		3			3	45			4
9	Português I		x			1		1	2			60	4
10	Psicologia de Desenvolvimento e da Aprendizagem				x	3			3		45		3
11	Psicologia Geral			x		3			3	45			3

12	Técnicas de Expressão		x			2		2	4			120	7
Total										90	90	780	60

Cadeiras 2º Ano		Cód.	Regime			Nº de Horas Semanais				Total de horas			UC
			A	1ºS	2ºS	T	TP	P	Total	1ºS	2ºS	A	
1	Estatística Aplicada à Educação				x		2	1	3		45		3
2	Fonética e Fonologia da Língua Inglesa		x			3		1	4			120	8
3	Francês II		x			1		1	2			60	4
4	Linguística Bantu		x			2		1	3			90	4
5	Literatura Africana de Expressão Inglesa		x			1		2	3			90	6
6	Metodologia do Ensino de Inglês I		x			2		2	4			120	8
7	Português II		x			1		1	2			60	4
8	Psicolinguística		x			3		1	4			120	4
9	Psicologia Pedagógica			x		3			3	45			3
10	Sociologia da Educação				x	2			2		30		3
11	Sociologia Geral			x		2			2	30			3
12	Técnicas de Leitura		x			2		3	5			150	10
Total										75	75	810	60

Cadeiras		Cód.	Regime			Nº de Horas Semanais				Total de horas			UC
3º Ano			A	1ºS	2ºS	T	TP	P	Total	1ºS	2ºS	A	
1	Francês III		x			1		1	2			60	2
2	Linguística Aplicada ao Ensino de Inglês		x			2		2	4			120	6
3	Literatura Anglo-Americana		x			1			1			30	6
4	Metodologia do Ensino de Inglês II		x			2			2			60	7
5	Morfologia e Sintaxe			x		3			3	45			4
6	Organização, Gestão e Inspeção Escolar		x			2		1	3			90	2
7	Prática Pedagógica I		x					6	6			180	8
8	Sociolinguística		x			2		2	4			120	6
9	Técnicas de Composição		x			2			2			60	7
10	Estágio/Relatório (Opcional)				x			10	10				12
Total										45	0	720	60

Cadeiras 4º Ano		Cód.	Regime			Nº de Horas Semanais				Total de horas			UC
			A	1ºS	2ºS	T	TP	P	Total	1ºS	2ºS	A	
1	Desenvolvimento Curricular			x			3		3	45			8
2	Gramática Generativa		x			3		3	6			180	16
3	Metodologia da Formação de Professores de Inglês		x			2		2	4			120	12

4	Metodologia da Investigação Científica II		x			2		2	4			120	12
5	Prática Pedagógica II		x					6	6			180	12
Total										45	0	600	60

	Trabalho de Fim de Curso		x					10	10					12
--	---------------------------------	--	---	--	--	--	--	----	----	--	--	--	--	-----------

11. Natureza das cadeiras do curso:

Curso de Bacharelato e Licenciatura em: ENSINO DE LINGUISTICA/INGLÊS/ Natureza das Cadeiras-2008/2009

Nº	Cadeiras Específicas
1	Fonética e Fonologia da Língua Inglesa
2	Gramática Generativa
3	Introdução à Gramática Inglesa
4	Introdução aos Estudos Linguísticos
5	Linguística Aplicada ao Ensino de Inglês
6	Metodologia de Formação de Professores de Inglês
7	Metodologia de Investigação Científica II
8	Metodologia de Ensino de Inglês I
9	Metodologia de Ensino de Inglês II
10	Morfologia e Sintaxe
11	Prática Pedagógica I
12	Prática Pedagógica II
13	Técnica de Composição
14	Técnicas de Expressão
15	Técnicas de Leitura
Cadeiras Complementares	
16	Introdução aos Estudos Literários
17	Linguística Bantu
18	Literatura Africana de Expressão Inglesa
19	Literatura Anglo-Americana
20	Metodologia de Investigação Científica I
21	Organização, Gestão e Inspeção Escolar
22	Psicolinguística
23	Sociolinguística
Cadeiras Gerais	
24	Desenvolvimento Curricular
25	Didática Geral
26	Estatística Aplicada a Educação
27	Francês I
28	Francês II
29	Francês III

30	Informática
31	Pedagogia Geral
32	Português I
33	Português II
34	Psicologia de Desenvolvimento e da Aprendizagem
35	Psicologia Geral
36	Psicologia Pedagógica
37	Sociologia da Educação
38	Sociologia Geral

Cálculo da Média Ponderada da Avaliação Final do Curso
Bacharelato ou Licenciatura

1.	Cadeiras Específicas (CE)	Percentagem
	Média Aritmética (MA)	30
2.	Cadeiras Complementares (CC)	Percentagem
	Média Aritmética (MA)	25
3.	Cadeiras Gerais (CG)	Percentagem
	Média Aritmética (MA)	10
4.	Relatório/Estágio ou Trabalho de Fim de Curso de Licenciatura (RE ou TFCL)	Percentagem
	Média Aritmética (MA)	35

Fórmula:

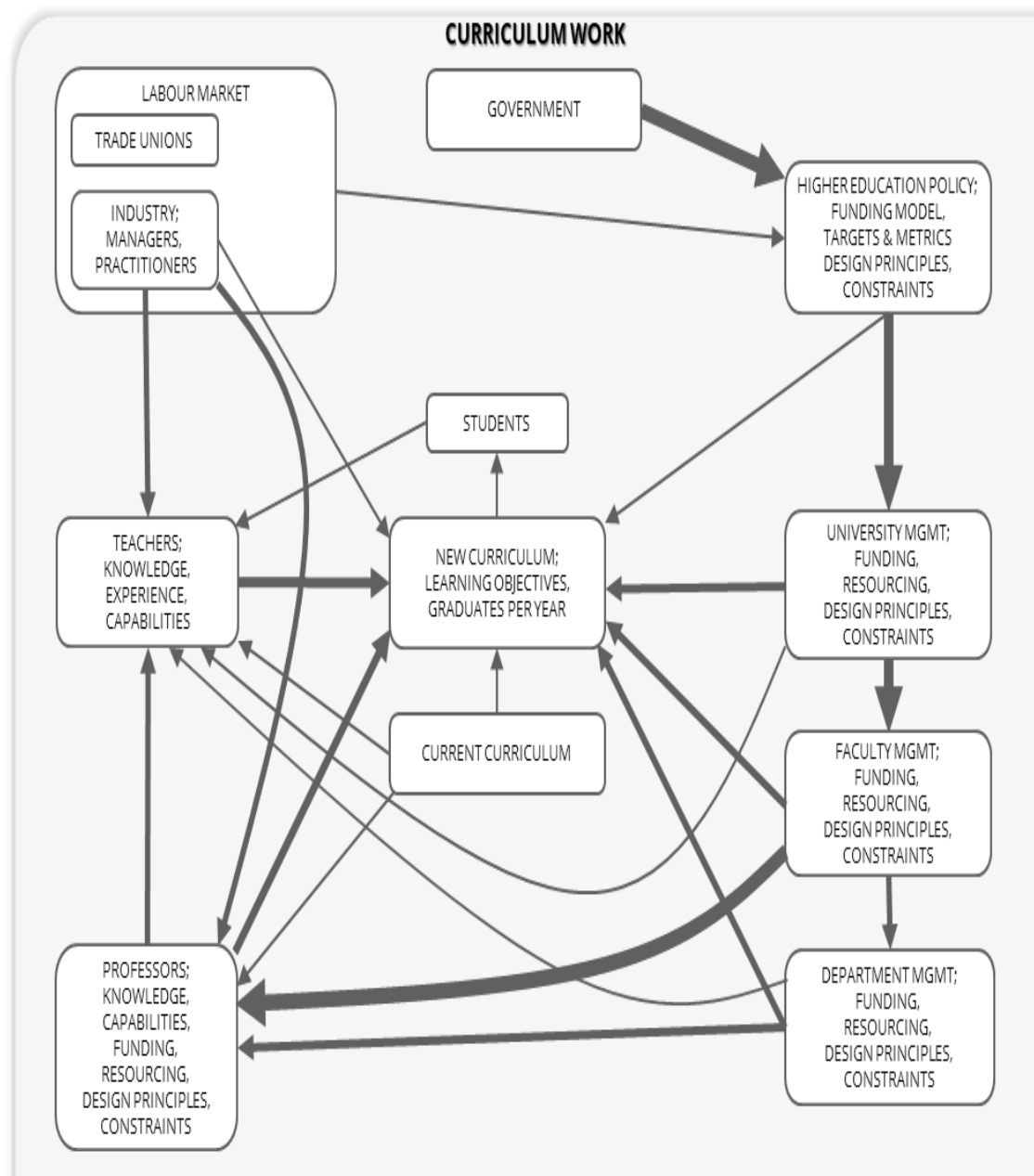
Bacharelato

Média Final do Curso = 30% da MA das CE+ 25% da MA das CC + 10% da MA das CG + 35% da MA do RE

Licenciatura

Média Final do Curso = 30% da MA das CE+ 25% da MA das CC + 10% da MA das CG + 35% da MA do TFCL

Appendix D: Stakeholders' Involvement in Curriculum Design Work from Teachers' Point of View



Note. From Lindsten et al. (2019, p. 5)

Appendix E: Students Pretest and Answer Key

PRETEST ON READING

Dear Student,

This Pretest is part of my thesis research project for the awarding of a PhD Degree in Language Teaching: Multilingualism and Education for Global Citizenship, at FCSH (Faculdade de Ciências Sociais e Humanas), NOVA University of Lisbon. It aims at checking your previous knowledge on the subject, regarding reading and book structure, reading skills and strategies, and intensive and extensive reading, to comprehend the extent to which a set of actions must be implemented in your training programme, to improve your reading abilities. Therefore, here is a set of questions I would like you to answer based on your background knowledge and reading experience. I guarantee that your responses will be kept confidential and anonymous, and the results obtained will not count for your academic assessment.

Warning! Do not write your name or student number anywhere on the test.

QUESTION ONE: READING AND BOOK STRUCTURE

1. Define reading from your own perspective.

2. Differentiate reading as a skill from reading as a process.

3. Mention the three (3) basic components of a book structure.

4. Mention two parts of each mentioned component in question 3.

(1 x 4 = 4 pts)

QUESTION TWO: READING SKILLS AND STRATEGIES

1. Differentiate reading strategy from reading skill. Give examples.

2. Explain the following terms and support the explanation with clear examples.

a) Skimming (skim reading)

b) Scanning (scan reading)

c) Detailed reading

(1 x 4 = 4 pts)

QUESTION THREE: INTENSIVE READING

1. Mention three (3) characteristics of intensive reading.

2. Read the following sentences and identify their key ideas.

- a) The concerns related to students' English proficiency level are important because students speak much more when peer interactive methods are used than when the class is conducted in a teacher-fronted style.

- b) Dictogloss or grammar dictation, a modified use of traditional dictation, is extremely helpful when dealing with specific grammar demons, since it obliges the student to re-create a phrase in a correct form after having heard the original text only twice without having it divided into phrases.

3. Read the paragraph below:

A small, hand propelled German submarine, the Brandtaucher, sank in 1851 in sixty feet of water, with her captain, Wilhelm Bauer, and two crew members aboard. Her hull immediately began to collapse under the pressure of the sea. Captain Bauer, who had built the tiny craft, knew that if he could keep his two companions from panicking while allowing the water to rise steadily inside her, the interior and exterior pressure would equalize, and they would be able to open the hatch and get out. They did. As Bauer wrote later, "We came to the surface like bubbles of champagne." The world made little note of this first escape from a sunken submarine. (Ann Jensen in Wiener & Bazerman 1994: 169)

3.1. Having read the paragraph above, mention the following:

a) Main idea

b) The pattern of the paragraph

c) The function of the pattern mentioned in b).

(1.5+2+2.5 = 6 pts)

QUESTION FOUR: EXTENSIVE READING

1. Mention three (3) characteristics of extensive reading.

2. Write, at least, four (4) titles of the books you read last year. If you have not read any, do not answer this question and the following ones.

2.1. Write the summary of a book mentioned in the preceding question 2.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2.2. How long did it take to read each of those books mentioned in question 2? Mention the title of the book again, specify the duration (number of days) of the reading, and the amount of reading time (minutes, hours) you spent each day.

[illegible]

(1.5+1.25+2+1.25 = 6 pts)

PRETEST ANSWER KEY

QUESTION ONE: READING AND BOOK STRUCTURE

1. **A:** Depending on the student's answer. However, the answer should include extracting meaning from texts; the reader's psychological game in interacting with texts for comprehension; interaction between the reader and text, involving background and psychological processes.
2. **A:** *Reading as a skill* refers to the ability deriving from strategies and techniques to decode meaning and comprehend written texts; whereas *reading as a process* entails reader's mental dynamism of interacting with written texts to build meaning which results in comprehension.
3. **A:** Front matters, body (bulk of the book), and back matters.
4. **A:** Depending on the student's answer. For example, the *front matters* could include the acknowledgements and table of contents; the *body* could mention the introduction and chapters; and the *back matters* could entail the bibliography and appendices.

(1 x 4 = 4 pts)

QUESTION TWO: READING SKILLS AND STRATEGIES

1. **A:** *Reading strategy* refers to a conscious reading approach or plan a reader applies to extract meaning and comprehend written texts. For example, using skim reading to get an overview of the text. And *reading skill* comprises the ability (natural or acquired through practice) a reader has, to interpret written texts effectively. For instance, getting the meaning of unfamiliar words, in the text, from context clues.
2.
 - a) **A:** A quick look at the reading material by concentrating on different elements of the text such as headings, subheadings, visuals, special formatting (words in bold, italics, and highlighted). For example, looking at a text to find the main points for summary writing.
 - b) **A:** Quick reading for specific information in the text. Here the reader moves eyes quickly over the words in the text, as in skimming, but focusing on a

piece of information. For instance, locating a birthdate in an autobiography book.

- c) **A:** Intensive careful reading, usually slow, which includes paying attention to both general ideas and details in the text for deep comprehension. For example, reading a book unit for a test.

(1 x 4 = 4 pts)

QUESTION THREE: INTENSIVE READING

1. **A:** Depending on the student's answer. But it could include for example, detailed reading, Subject-specific purposeful reading, and short and dense reading materials.

2.

- a) **A:** Concerns related to students' English proficiency level are important.

- b) **A:** Dictogloss or grammar dictation is helpful.

3. Read the paragraph below:

A small, hand propelled German submarine, the Brandtaucher, sank in 1851 in sixty feet of water, with her captain, Wilhelm Bauer, and two crew members aboard. Her hull immediately began to collapse under the pressure of the sea. Captain Bauer, who had built the tiny craft, knew that if he could keep his two companions from panicking while allowing the water to rise steadily inside her, the interior and exterior pressure would equalize, and they would be able to open the hatch and get out. They did. As Bauer wrote later, "We came to the surface like bubbles of champagne." The world made little note of this first escape from a sunken submarine. (Ann Jensen in Wiener & Bazerman 1994: 169)

3.1.

- a) **A:** A submarine with three crew members sank and the world did not notice the incident.

- b) **A:** Time order (chronology).

- c) **A:** Reporting events in sequential time order.

(1.5+2+2.5 = 6 pts)

QUESTION FOUR: EXTENSIVE READING

1. **A:** Depending on the student's answer. But it could include, for example, large quantities of reading materials; reading for overall understanding; and pleasurable reading.
2. **A:** Depending on the student's answer. The students were requested to mention four (4) titles of the books they might have read last.
 - 2.1. **A:** Depending on the student's answer. Summarizing one of the books whose title has been mentioned in the answer to the preceding question 2.
 - 2.2. **A:** Depending on the student's answer the preceding question 2. The students were requested to present statistical-like information in which they would write each title mentioned in the answer to question 2, indicate the duration of reading (in days), and the number of hours or minutes spent on reading per day.

(1.5+1.25+2+1.25 = 6 pts)

Appendix F: Students Questionnaire

STUDENTS QUESTIONNAIRE

Dear Student,

I would greatly appreciate it if you could answer this questionnaire on Reading, as a part of my thesis research for the awarding of a PhD Degree in Language Teaching: Multilingualism and Education for Global Citizenship, in the speciality of English Language Teaching as a Foreign or Second Language, at FCSH (Faculdade de Ciências Sociais e Humanas), NOVA University of Lisbon. It aims at gathering information about your reading habits, in general, and autonomous reading strategies. Therefore, here is a set of questions I would like you to answer according to your reality. The questionnaire will take approximately five (5) minutes to complete. I guarantee that the responses you provide will be kept confidential and anonymous.

If you have any questions or concerns about the questionnaire, please feel free to contact me through email: antoniololino@hotmail.com or WhatsApp: +244 923702748.

Thank you for your participation!

Demographic Information

Age:

- ☐ 18 to 22
- ☐ 23 to 27
- ☐ 28 to 32
- ☐ 33 to 37
- ☐ More than 38

Gender:

- ☐ Male
- ☐ Female

Year of Graduation Programme:

- ☐ Year I
- ☐ Year II
- ☐ Year III
- ☐ Year IV

1. What is your attitude towards reading in English?

- ☐ Very important
- ☐ Important
- ☐ Neutral
- ☐ Somewhat important
- ☐ Not important

2. How do you describe your reading experience in English?

- ☐ Very good
- ☐ Good
- ☐ Acceptable
- ☐ Poor
- ☐ Very poor

3. What is the most used reading medium in your classes?

- ☐ Physical books/articles
- ☐ E-books
- ☐ Audiobooks
- ☐ Online articles
- ☐ Other: _____

4. What sort of materials do you read the most? (You can mention more than one option)

- ☐ Magazines and newspapers
- ☐ Textbooks (e.g., The Study of Language)
- ☐ Novels
- ☐ Course books (e.g., New Headway)
- ☐ Academic journals/ articles

5. How often do you read?

- ☐ Daily
- ☐ Several times in a week
- ☐ Once a week
- ☐ Rarely
- ☐ Only when necessary

6. How much time do you spend on reading per day?

- ☐ I read only when necessary
- ☐ Less than 30 minutes
- ☐ 30 minutes to 1 hour
- ☐ 1 to 2 hours
- ☐ More than 2 hours

7. What motivates you to read? (Mention the main reason)

- ☐ Academic assignments
- ☐ Entertainment
- ☐ Self-improvement
- ☐ Social influence (e.g., recommendation from friends)
- ☐ Other: _____

8. Where do you usually read? (Indicate the most usual place).

- ☐ In the school library
- ☐ At home
- ☐ In the classroom
- ☐ Outdoor (e.g, beach, park)
- ☐ Other: _____

9. How many books do you fully read in a month?

- ☐ 4 or more
- ☐ 3
- ☐ 2
- ☐ 1
- ☐ None

10. Which of the following activities do you generally do in the classroom?

(Mention only those activities you have used).

- ☐ Read texts and analyse them with the teacher's guidance
- ☐ Sit in groups and read the same book for discussion and summary writing
- ☐ Each student chooses a book of their interest and shares their insights with peers in a group
- ☐ Use digital tools and platforms for interactive reading experiences
- ☐ Keep journals and respond to them
- ☐ Read a book and present it to the class
- ☐ Perform scripts based on books you have read
- ☐ Give feedback on a peer's reading experiences and provide support
- ☐ Do reading competitions for rewards
- ☐ Have a private tutorial with the teacher on your reading experiences

11. Which technological tools do you use in your school to support the reading tasks? (You can mention more than one option)

- ☐ E-readers or digital reading apps
- ☐ Online libraries and databases
- ☐ Text-to-speech software or audiobooks
- ☐ Interactive reading platforms with annotations and highlights
- ☐ All the above
- ☐ None of the above

12. In which locations do you have Internet access in your school? (You can mention more than one option)

- ☐ Classroom
- ☐ Library
- ☐ Playground and surroundings
- ☐ Auditorium
- ☐ All the above
- ☐ None of the above

13. Are you familiar with the Artificial Intelligence (AI) tools for reading?

Yes ☐

No ☐

14. To which extent are you familiar with the Artificial Intelligence (AI) tools for reading?

- ☐ Very unfamiliar
- ☐ Unfamiliar
- ☐ Somewhat familiar
- ☐ Familiar
- ☐ Very familiar

15. Have you used any Artificial Intelligence (AI) tools for your reading tasks?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

16. Which of the Artificial Intelligence (AI) tools below have you used for your reading tasks? (You can mention more than one option)

- ☐ Wiseone
- ☐ Khan academy
- ☐ ChatGPT
- ☐ Claude
- ☐ Bing Chat
- ☐ Google bard
- ☐ All the above
- ☐ None of the above

17. What is your attitude towards the use of Artificial Intelligence (AI) tools for reading purposes?

- ☐ Very unhelpful
- ☐ Unhelpful
- ☐ Neutral
- ☐ Somewhat helpful
- ☐ Helpful
- ☐ Very helpful

18. Where do you usually get recommendations for books to read?

- ☐ Friends and family
- ☐ Online reviews (e.g., amazon)
- ☐ Teachers
- ☐ Libraries/bookstores
- ☐ No recommendations at all

19. Do you believe that independent reading can influence your learning autonomy?

Yes ☐

No ☐

20. Which challenges do you face to become an independent reader? (You can mention more than one option)

- ☐ Time constraints owing to my job
- ☐ Lack of own books
- ☐ Lack of motivation to read
- ☐ Internet unavailability
- ☐ Lack of reading skills
- ☐ Poor library for my speciality

THANK YOU for your COLLABORATION!

LISBON, JULY 2024

Appendix G: Lecturers Questionnaire

LECTURERS QUESTIONNAIRE

Dear Lecturer,

I would greatly appreciate it if you could answer this questionnaire on Reading, as a part of my thesis research for the award of a PhD Degree in Language Teaching:

Multilingualism and Education for Global Citizenship, in the specialty of English Language Teaching as a Foreign or Second Language, at FCSH (Faculty of Social and Human Sciences), NOVA University of Lisbon. It aims at gathering information about your views on university students reading development, in general, and more especially on the strategies to foster the students' autonomous reading at ISCED in Benguela. Therefore, here is a set of questions I would like you to answer according to your teaching context and experience. The questionnaire will take approximately ten (10) minutes to complete. I guarantee that the responses you provide will be confidential and anonymous.

If you have any questions or concerns about the questionnaire, please feel free to contact me via email: antoniololino@hotmail.com or WhatsApp: +244 923702748.

Thank you for your participation!

Demographic Information:

Institute

Department

Position

Teaching Experience Time

1. How do you define “Reading Skills” in the context of Higher Education?

- ☐ Basic decoding and comprehension abilities
- ☐ Higher-order skills like critical analysis and synthesis of information
- ☐ Both above
- ☐ Other: _____

2. How do you classify the current reading level of your students?

- ☐ Elementary
- ☐ Inspectional
- ☐ Analytical
- ☐ Syntopical

3. Which of the following components do you think are crucial for effective reading skills?

- ☐ Vocabulary acquisition
- ☐ Fluency and speed
- ☐ Active comprehension strategies
- ☐ All the above
- ☐ None of the above

4. Which assessment methods do you find the most appropriate for evaluating students’ reading skills?

- ☐ Standardized tests
- ☐ Continuous assessment through class activities
- ☐ Reading logs/ journals/ portfolios
- ☐ Other: _____

5. Which of the following are the most common challenges blocking students' reading skills development? (You can mention more than one option)

- ☐ Limited vocabulary
- ☐ Difficulty with complex texts
- ☐ Lack of reading engagement
- ☐ Lack of an efficient library
- ☐ Other: _____

6. Which teaching strategies do you find more helpful to improve students' reading autonomy? (You can mention more than one option)

- ☐ Close reading
- ☐ Scaffolded reading
- ☐ Collaborative reading
- ☐ Independent reading
- ☐ Extensive reading
- ☐ Intensive reading
- ☐ Other: _____

7. How do you incorporate technology into assisting students to improve reading skills? (You can mention more than one option)

- ☐ Use online reading platforms
- ☐ Use interactive multimedia materials
- ☐ Share online reading insights and discussion
- ☐ Apply digital reading assessments
- ☐ All the above
- ☐ None of the above

8. To which extent are you familiar with the Artificial Intelligence (AI) tools for reading?

- ☐ Very unfamiliar
- ☐ Unfamiliar
- ☐ Somewhat familiar
- ☐ Familiar
- ☐ Very familiar

9. Have you used any Artificial Intelligence (AI) tools for reading purposes?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

10. What is your attitude towards the use of Artificial Intelligence (AI) tools for developing students' reading autonomy?

- ☐ Very unhelpful
- ☐ Unhelpful
- ☐ Neutral
- ☐ Somewhat helpful
- ☐ Helpful
- ☐ Very helpful

11. How do you provide feedback to students on their reading tasks? (You can mention more than one option)

- ☐ Written feedback on assignments
- ☐ Oral feedback during class discussions
- ☐ Rubrics or grading criteria
- ☐ All the above
- ☐ None of the above

12. Do you collaborate with colleagues to enhance students reading skills?

- ☐ Yes, regularly
- ☐ Occasionally
- ☐ No, I prefer to work independently
- ☐ Not applicable

13. How do you reflect on your teaching methods regarding reading skills development? (You can mention more than one option)

- ☐ Student feedback surveys
- ☐ Self-assessment and reflection journals
- ☐ Peer observation and feedback
- ☐ Not applicable
- ☐ Other: _____

14. What do you think are the emerging trends in developing reading skills among university students? (You can mention more than one option)

- ☐ Incorporating more digital resources
- ☐ Focus on diverse reading materials
- ☐ Integration of reading skills with other disciplines
- ☐ Encouraging autonomous reading
- ☐ All the above
- ☐ None of the above
- ☐ Other: _____

15. Regarding the encouragement of students' reading autonomy, what do you suggest on the following issues: teaching methods, institutional infrastructures, library resources, and collaboration among departments?

THANK YOU for your COLLABORATION!

LISBON, AUGUST 2024

Appendix H: Library Observation Chart

LIBRARY OBSERVATION CHART

Observer: António Lolino

Institution: ISCED-Benguela

Date: 28 / 11/ 2024

No.	OBSERVED ASPECTS	N.A	I.N	Satisf.	G	V.G
1	INFRASTRUCTURE					
1.1	Bookshelves			x		
1.2	Reading area		x			
1.3	Staff area		x			
1.4	Computers		x			
2	READING MATERIALS					
2.1	INTENSIVE					
2.1.1	Textbooks		x			
2.1.2	Course books		x			
2.1.3	Reference books		x			
2.1.4	Articles	x				
2.1.5	journals	x				
2.2	EXTENSIVE					
2.2.1	Short stories	x				
2.2.2	Novels	x				
2.2.3	Magazines	x				
2.2.4	Newspapers	x				
2.2.5	Self-improvement books	x				
2.2.6	Autobiographies	x				
3	TECHNOLOGICAL SOURCES					
3.1	E-books	x				
3.2	CD-ROM collections and databases	x				
3.3	Audiobooks	x				
3.4	Online articles	x				
3.5	Online journals	x				
3.6	Digitised electronic documents	x				
4	SERVICES					
4.1	Material lending and inter-library loan	x				
4.2	Internet facility	x				
4.3	Reprography	x				
4.4	Book binding	x				
4.5	User education and information literacy	x				
5	STAFF					
5.1	Library administrator				x	
5.2	Qualified librarians		x			
5.3	Subject specialized librarians	x				

Legend:

N. A= Not Applicable; I. N= Improvement Needed; **Satisf.** = Satisfactory; **G**= Good; **V.G**= Very Good.

Appendix I: Extensive Reading Assignment Question

ER ASSIGNMENT QUESTION 1 (in Group)

WEEK: 14 – 21 January 2025

PRESENTATION DATE: 21 January 2025

VENUE: Room 1.9 (ISCED-Benguela)

INSTRUCTIONS:

1. FOR EACH READING GROUP FIND A NON-SCIENCE BOOK THAT INTERESTS YOU OR CHOOSE IT FROM ONE OF THE WEBSITES BELOW.

Website 1

<https://english-e-reader.net> (When you open it, go to the LIBRARY section and choose a book from B1 to C2 CEFR levels. Do not use books from A1 and A2 levels).

Website 2

<https://www.pdfdrive.com> (This site offers diverse reading materials/books. At this stage, you should avoid science books).

2. Read the book individually and fill in the Reading Log (RL) for reading activity records.
3. The group must meet twice a week, at least, for discussion and support. (Video the meetings)
4. After meeting twice for group discussion, complete the Reading Journal (RJ) collectively for presentation in class.
5. Each group presentation will last 20 to 25 minutes. That is, 10 minutes for presentation, and 10 or 15 minutes for discussion. (Video the presentation)
6. The Reading Logs and videos of group meetings must be submitted via the Reading Group WhatsApp, 24 hours before the formal presentation.
7. The Reading Journals and the formal presentation video must be submitted via both the ACADEMIC READING (Year II) WhatsApp, and the Reading Group WhatsApp, until 24 hours after the formal presentation.

Lisbon, 10 January 2025

The Lecturer


António Lolino, MA

Appendix J: Intensive Reading Assignment Question

IR ASSIGNMENT QUESTION 2 (Individual)

WEEKS: 25 - 31 March 2025

PRESENTATION DATE: 1 April 2025

VENUE: Room 1.9 (ISCED-Benguela)

INSTRUCTIONS:

1. FIND AN ELT ARTICLE THAT INTERESTS YOU AND FOLLOW THE NEXT STEPS OF THE ASSIGNMENT.
2. Fill in the Reading Log (RL) while reading the book.
3. The group must meet twice a week, at least, to share the individual reading experience, and get peer feedback and support. (Video the meetings)
4. After the two meetings, individually, fill in the Reading Journal (RJ) for formal presentation.
5. The formal presentations of your articles will be done in your Reading Groups.
6. Each presentation will last 10 minutes. That is 5 minutes for presentation and 5 minutes for discussion. (Video the presentation)
7. The individual Reading Logs and videos of groups meetings must be submitted via the Reading Group WhatsApp, 24 hours before the formal presentation.
8. The individual Reading Journals and the formal presentation video, in the group, must be submitted via both the ACADEMIC READING (Year II) WhatsApp, and the Reading Group WhatsApp, until 24 hours after the formal presentation.

Lisbon, 24 March 2025

The Lecturer


António Lolino, MA

Appendix K: Extensive Reading Log (model)

WEEKLY EXTENSIVE READING LOG

STUDENT NAME: _____

WEEK FROM (date) TO (date) (MONTH/YEAR)

BOOK TITLE:				
GENRE:				
AUTHOR(S):				
PUBLICATION DATE:				
PUBLICATION PLACE:				
PUBLISHER:				
DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	/ / 2025	From ---- to ----		
Monday	/ / 2025	From ---- to ----		
Tuesday	/ / 2025	From ---- to ----		
Wednesday	/ / 2025	From ---- to ----		
Thursday	/ / 2025	From ---- to ----		
Friday	/ / 2025	From ---- to ----		
Saturday	/ / 2025	From ---- to ----		
SUMMARY				

PERSONAL REFLECTIONS	
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Appendix L: Extensive Reading Journal (model)

WEEKLY EXTENSIVE READING JOURNAL

STUDENT NAME: _____

WEEK FROM (date) TO (date) (MONTH/YEAR)

BOOK DETAILS	Book title:
	Genre:
	Author(s):
	Publication date:
	Publication place:
	Publisher:
SUMMARY	
PERSONAL REFLECTIONS	
CRITICAL ANALYSIS	
APPLICATION	

Appendix M: Intensive Reading Log (model)

WEEKLY INTENSIVE READING LOG

STUDENT NAME: _____

WEEK FROM (date) TO (date) (MONTH/YEAR)

TEXT TYPE: (book/ book chapter/ journal/ article/ webpage/ report):

AUTHOR(S):

TEXT TITLE:

PUBLICATION DATE:

PUBLICATION PLACE:

PUBLISHER:

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	/ / 2025	From -- to --		
Monday	/ / 2025	From -- to --		
Tuesday	/ / 2025	From -- to --		
Wednesday	/ / 2025	From -- to --		
Thursday	/ / 2025	From -- to --		
Friday	/ / 2025	From -- to --		
Saturday	/ / 2025	From -- to --		
TEXT KEY VOCABULARY				
TEXT SUMMARY				

Appendix N: Intensive Reading Journal (model)

WEEKLY INTENSIVE READING JOURNAL

STUDENT NAME: _____

WEEK FROM (date) TO (date) (MONTH/YEAR)

TEXT TYPE (book/ book chapter/ journal/ article/ webpage/ report): AUTHOR(S): TEXT TITLE: PUBLICATION DATE: PUBLICATION PLACE: PUBLISHER:	
I. PRE-READING	
1.1. Content prediction	
1.2. Reading purpose	
1.3. Topic background knowledge	
1.4. Prereading questions	
II. WHILE-READING	
2.1. Text key vocabulary	
2.2. Unfamiliar words and their meanings	

2.3. Text main arguments	
2.4. Summary of the main arguments	
III. POST-READING	
3.1. Prediction review	
3.2. Topic related readings	
3.3. Readings disagreeing with ideas in the text	
3.4. Text strengths and weaknesses	
3.5. Text arguments contextualization	

Appendix O: Students Posttest and Answer Key

POSTTEST ON READING

Dear Student,

This Post-test is part of my thesis research project for the awarding of a PhD Degree in Language Teaching: Multilingualism and Education for Global Citizenship, at FCSH (Faculdade de Ciências Sociais e Humanas), NOVA University of Lisbon. It aims at checking your knowledge on the subject, regarding reading and book structure, reading skills and strategies, and intensive and extensive reading, to comprehend the extent to which a set of actions must be implemented in your training programme, to improve your reading abilities. Therefore, here is a set of questions I would like you to answer based on your background knowledge and reading experience. I guarantee that your responses will be kept confidential and anonymous, and the result obtained will not count for your academic assessment.

Warning! Do not write your name or student number anywhere on the test.

QUESTION ONE: READING AND BOOK STRUCTURE

1. Define reading from your own perspective.

2. Differentiate reading as a skill from reading as a process.

3. Mention the three (3) basic components of a book structure.

4. Mention two parts of each mentioned component in question 3.

(1 x 4 = 4 pts)

QUESTION TWO: READING SKILLS AND STRATEGIES

1. Differentiate reading strategy from reading skill. Give examples.

2. Explain the following terms and support the explanation with clear examples.

a) Skimming (skim reading)

b) Scanning (scan reading)

c) Detailed reading

(1 x 4 = 4 pts)

QUESTION THREE: INTENSIVE READING

1. Mention three (3) characteristics of intensive reading.

2. Read the following sentences and identify their key ideas.

a) The concerns related to students' English proficiency level are important, because students speak much more when peer interactive methods are used than when the class is conducted in a teacher-fronted style.

- b) Dictogloss or grammar dictation, a modified use of traditional dictation, is extremely helpful when dealing with specific grammar demons, since it obliges the student to re-create phrase in a correct form after having heard the original text only twice without having it divided into phrases.

3. Read the paragraph below:

A small, hand propelled German submarine, the Brandtaucher, sank in 1851 in sixty feet of water, with her captain, Wilhelm Bauer, and two crew members aboard. Her hull immediately began to collapse under the pressure of the sea. Captain Bauer, who had built the tiny craft, knew that if he could keep his two companions from panicking while allowing the water to rise steadily inside her, the interior and exterior pressure would equalize, and they would be able to open the hatch and get out. They did. As Bauer wrote later, "We came to the surface like bubbles of champagne." The world made little note of this first escape from a sunken submarine. (Ann Jensen in Wiener & Bazerman 1994: 169)

3.1. Having read the paragraph above, mention the following:

a) Main idea

b) The pattern of the paragraph

c) The function of the pattern mentioned in b).

(1.5+2+2.5 = 6 pts)

QUESTION FOUR: EXTENSIVE READING

1. Mention three (3) characteristics of extensive reading.

2. Write, at least, three (3) titles of the books you read in the last 3 months. If you have not read any, do not answer this question and the following ones.

- 2.1. Write the summary of a book mentioned in the preceding question 2.

2.2. How long did it take to read each of those books mentioned in question 2? Mention the title of the book again, specify the duration (number of days) of the reading, and the amount of reading time (minutes, hours) you spent each day.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(1.5+1+2+1.5 = 6 pts)

POSTTEST ANSWER KEY

QUESTION ONE: READING AND BOOK STRUCTURE

1. **A:** Depending on the student's answer. However, the answer should include extracting meaning from texts; reader's psychological game in interacting with texts for comprehension; interaction between the reader and text, involving background and psychological processes.
2. **A:** *Reading as a skill* refers to the ability deriving from strategies and techniques to decode meaning and comprehend written texts; whereas *reading as a process* entails reader's mental dynamism of interacting with written texts to build meaning which results in comprehension.
3. **A:** Front matters, body (bulk of the book), and back matters.
4. **A:** Depending on the student's answer. For example, the *front matters* could include the acknowledgements and table of contents; the *body* could mention the introduction and chapters; and the *back matters* could entail the bibliography and appendices.

(1 x 4 = 4 pts)

QUESTION TWO: READING SKILLS AND STRATEGIES

1. **A:** *Reading strategy* refers to a conscious reading approach or plan a reader applies to extract meaning and comprehend written texts. For example, using skim reading to get an overview of the text. And *reading skill* comprises the ability (natural or acquired through practice) a reader has, to interpret written texts effectively. For instance, getting the meaning of unfamiliar words, in the text, from context clues.
2.
 - a) **A:** A quick look at the reading material by concentrating on different elements of the text such as headings, subheadings, visuals, special formatting (words in bold, italics, and highlighted). For example, looking at a text to find the main points for summary writing.
 - b) **A:** Quick reading for specific information in the text. Here the reader moves eyes quickly over the words in the text, as in skimming, but focusing on a

piece of information. For instance, locating a birthdate in an autobiography book.

- c) **A:** Intensive careful reading, usually slow, which includes paying attention to both general ideas and details in the text for deep comprehension. For example, reading a book unit for a test.

(1 x 4 = 4 pts)

QUESTION THREE: INTENSIVE READING

1. **A:** Depending on the student's answer. But it could include for example, detailed reading, Subject-specific purposeful reading, and short and dense reading materials.

2.

- a) **A:** Concerns related to students' English proficiency level are important.

- b) **A:** Dictogloss or grammar dictation is helpful.

- c) Read the paragraph below:

A small, hand propelled German submarine, the Brandtaucher, sank in 1851 in sixty feet of water, with her captain, Wilhelm Bauer, and two crew members aboard. Her hull immediately began to collapse under the pressure of the sea. Captain Bauer, who had built the tiny craft, knew that if he could keep his two companions from panicking while allowing the water to rise steadily inside her, the interior and exterior pressure would equalize, and they would be able to open the hatch and get out. They did. As Bauer wrote later, "We came to the surface like bubbles of champagne." The world made little note of this first escape from a sunken submarine. (Ann Jensen in Wiener & Bazerman 1994: 169)

3.1.

- a) **A:** A submarine with three crew members sank and the world did not notice the incident.

- b) **A:** Time order (chronology).

- c) **A:** Reporting events in sequential time order.

(1.5+2+2.5 = 6 pts)

QUESTION FOUR: EXTENSIVE READING

1. **A:** Depending on the student's answer. But it could include, for example, a certain number of reading materials; reading for overall understanding; and pleasurable reading.
2. **A:** Depending on the student's answer. The students were requested to mention three (3) titles of the books they read in previous three (3) months.
 - 2.1. **A:** Depending on the student's answer. Summarizing one of the books whose title has been mentioned in the answer to the preceding question 2.
 - 2.2. **A:** Depending on the student's answer the preceding question 2. The students were requested to present statistical-like information in which they would write each title mentioned in the answer to question 2, indicate the duration of reading (in days), and the number of hours or minutes spent on reading per day.

(1.5+1.25+2+1.25 = 6 pts)

Appendix P: Students' Performance in the Pretest and Posttest (Table 5)

Student Identification number	Pretest performance		Posttest performance	
	Score	Percentage (%)	Score	Percentage (%)
Student 1	4	20	15	75
Student 2	9	45	17	85
Student 3	5	25	13	65
Student 4	12	60	15	75
Student 5	11	55	15	75
Student 6	4	20	8	40
Student 7	3	15	16	80
Student 8	10	50	11	55
Student 9	9	45	15	75
Student 10	9	45	13	65
Student 11	5	25	15	75
Student 12	3	15	13	65
Student 13	6	30	16	80
Student 14	4	20	14	70
Student 15	7	35	12	60
Student 16	6	30	17	85
Student 17	5	25	17	85
Student 18	7	35	14	70
Student 19	9	45	16	80
Student 20	5	25	17	85
Student 21	5	25	12	60
Student 22	6	30	17	85
Student 23	8	40	17	85
Student 24	4	20	17	85
Student 25	9	45	17	85
Student 26	9	45	17	85
Student 27	3	15	16	80
Student 28	1	5	17	85
Student 29	11	55	15	75
Student 30	7	35	12	60
Student 31	4	20	17	85
Student 32	7	35	16	80
Student 33	10	50	17	85
Student 34	10	50	17	85
Student 35	6	30	18	90
Student 36	11	55	11	55

Appendix Q: List of Books Read in ER Assignments 1, 2 and 3

Assignment 1(6 groups: 1 book for each one = 6 books)

GROUP 1 Book

Machiavelli, N. (1998). *The prince* (H. C. Mansfield, Trans.). University of Chicago Press. (Original work published 1532).

GROUP 2 Book

Holiday, R. (2014). *The obstacle is the way: The timeless art of turning trials into triumph*. New York, NY: Portfolio/Penguin.

GROUP 3 Book

Pirie, M. (2006). *How to win every argument: The use and abuse of logic*. London: Continuum international Publishing.

GROUP 4 Book

Grant, A. (2013). *Give and take: A revolutionary approach to success*. New York, NY: Viking Press.

GROUP 5 Book

Carnegie, D. (2006). *How to win friends and influence people*. London: Vermilion.

GROUP 6 Book

Tracy, B. (2017). *Eat that frog: 21 great ways to stop procrastinating and get more done in less time*. United States: Berrett-Khoehler Publisher.

Assignment 2 (12 subgroups: 1 book for each one= 12 books)

GROUP 1

Subgroup 1.1 book

Tuhovsky, I. (2018). *21 days of effective communication: Everyday habits and exercises to improve your communication skills and social intelligence*. Create Space: Independent Publishing Platform.

Subgroup 1.2 book

Acker, M. (2019). *Speak with no fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energised, and passionate presenter*. Advance, Coaching and Consulting.

GROUP 2

Subgroup 2.1 book

Clear, J. (2018). *Atomic habits: Tiny changes, remarkable results: An easy & proven way to build good habits & break bad ones*. New York, NY: Avery, an imprint of Penguin Random House.

Subgroup 2.2 book

Kleon, A. (2012). *Steal like an artist: 10 things nobody told you about being creative*. New York, NY: Workman Publishing Co.

GROUP 3

Subgroup 3.1 book

Schirald, G. (2007). *10 simple solutions for building self-esteem*. Oakland: New harbinger Publications.

Subgroup 3.2 book

Maxwell, J. C. (2007). *Be a people person, effective leadership through effective relationships*. Nashville: Thomas Nelson.

GROUP 4

Subgroup 4.1 book

McRaven, W. H. (2017). *Make your bed: Little things that can change your life... and maybe the world*. New York, NY: Grand Central Publishing.

Subgroup 4.2 book

Loveless, J. (2014). *Law of attraction: The secret power of the universe* (How to visualize & meditate for manifesting love, money, happiness & success). [Kindle edition].

GROUP 5

Subgroup 5.1 book

Sharma, R. (1999). *Who will cry when you die*. India: Jaico Publishing House.

Subgroup 5.2 book

Collins, B. (2017). *The power of creativity: Learning how to build lasting habits, face your fears and change your life* (vol.1). published independently: kDP.

GROUP 6

Subgroup 6.1 book

Cloud, H. and Townsend, J. (1992). *Boundaries: When to say yes, how to say no, to take control of your life*. Grand Rapids, Michigan, USA: Zondervan.

Subgroup 6.2 book

Gordon, J. (2007). *The energy bus: 10 rules to fuel your life, work and team with positive energy*. Hoboken, NJ: John Wiley.

Assignment 3 (36 students: 1book for each one = 36 books)

Student 1 book

Branden, N. (1992). *The power of self-Esteem*. United States of America: Torcher Perigee press.

Student 2 book

Angier, M. (2005). *101 best ways to be your Best: Practical wisdom to help you maximize your unique potential*. Success Networks International.

Student 3 book

Lerner, H. (2002). *The dance of connection: How to talk to someone when you are mad, hurt, scared, frustrated, insulted, betrayed, or desperate*. William Morrow Paperbacks.

Student 4 book

Moran, R. D. (2020). *12 months to 1 million: How to pick a winning product, build a real business, and become a seven-figure entrepreneur*. Ben Bella Books.

Student 5 book

Thiong'o W. N. (2004). *The river between*. Heinemann. (Original work published 1965).

Student 6 book

Thomas, A. (2017). *The hate u give*. Balzer: Bray.

Student 7 book

Foroux, D. (2017). *Think straight: Change your thoughts, change your life*. Darius Foroux Publishing.

Student 8 book

Godin, S. (2007). *The dip: A little book that teaches when to quit and when to stick*. New York: Penguin Random House.

Student 9 book

Singh, S. K. (2018). *You become what you think*. India: Shubham Singh publishing.

Student 10 book

Goins, J. (2015). *The art of work: A proven path to discovering what you were meant to do*. Nashville: Thomas Nelson.

Student 11 book

Frankl, V. E. (2006). *Man's search for meaning*. Boston, MA: Beacon Press.

Student 12 book

Scovel Shinn, F. (1925). *The game of life and how to play it*. Florence Shinn publishing.

Student 13 book

Ball, S. J. (2012). *The micro-politics of the school: Towards a theory of school organization*. *Sociology of Education*, 85(2), 85-105.

Student 14 book

Park, L. S. (2010). *A long walk to water*. New York: Houghton Mifflin Harcourt Publishing Company.

Student 15 book

Chapman, M. (2016). *50 Positive habits to transform your life*. North Charleston: Create Spaces Independent Publishing Platform.

Student 16 book

Morrill, & Richard L. (2010). *Strategic leadership*. United Kingdom: Rowman & Littlefield Publishers, Inc.

Student 17 book

Dawson, J. (2020). *Mind control manipulation persuasion and deception* (2nd Ed). USA: Create Spaces Independent Publishing Platform.

Student 18 book

Mapman, M. (2013). *Learn with mind maps: How to enhance your memory, take better notes, boost your creativity, and gain an edge in work or school—Easily*. River Styx Publishing Company.

Student 19 book

Robbins, Mel. (2017). *The 5 second rule: The fastest way to change your life*. United States of America: Savio Republic.

Student 20 book

Jones, P. M. (2017). *Exactly what to say: The magic words for influence and impact*. Ontario, Canada: Page Two Books.

Student 21 book

Keller, J. (1999). *Attitude is everything: Change your attitude. Change your life!* St. Augustine, FL: Attitude Is Everything, Inc.

Student 22 book

Hardy, D. (2010). *The compound effect: Jumpstart your income, your life, your success*. New York, NY: Success Books.

Student 23 book

Clason, G. S. (1926). *The richest man in Babylon*. New York, NY: Penguin Books.

Student 24 book

Meadows, M. (2015). *Daily self-discipline: Everyday habits and exercises to build self-discipline and achieve your goals*. [Self-published].

Student 25 book

Chapman, G. (2010). *Things I wish I'd known before we got married*. Chicago, Illinois: Moody Publishers.

Student 26 book

The State Educational Department. (1996). *Fashion design and illustration, advertising design, product design and state design*. New York: The University of the State of New York.

Student 27 book

Shipley, C. (2014). *Design your life: How to create a meaningful life, advance your career and live your dreams*. United States: 3C consulting .

Student 28 book

Brown, B. (2010). *The gift of imperfection: let go of who you think you're supposed to be and embrace who you are*. New York, Ny: Random.

Student 29 book

Schwartz, D. (1959). *The magic of thinking big*. New Jersey, USA: Prentice Hall.

Student 30 book

Schuster, S. (2018). *The Art of thinking in systems*. USA: Create Space Independent Publishing Platform.

Student 31 book

Roulier, R. (2012). *How to concentrate like Einstein: The lazy students way to improve memory and grades with the Doctor Vittoz secret concentration technique*. North Charleston, SC: Create Space Independent Publishing Platform.

Student 32 book

Pease, B. and Pease, A. (2001). *Why men do not listen and women cannot read maps: How we are different and what to do about it*. New York: Harmony Books.

Student 33 book

Dickens, C. (1987). *Oliver twist*. United Kingdom: Longman Classics.

Student 34 book

Kiyosaki, R. T. (1997). *Rich dad and poor dad: What the rich teach their kids about money that the poor and middle class do not!* New York: Warner Business Books.

Student 35 book

Maurer, R. (2014). *One small step can change your life: The Kaizen way*. New York: Workman Publishing Company.

Student 36 book

Templar, R. (2011). *How to get what you want: Without having to ask*. Harlow United Kingdom: Pearson Education Limited.

Appendix R1: Samples of Students' Reading Logs from ER Assignment 1

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: Give and Take: Why Helping Others Drives Our Success

GENRE: Psychology Self-Help

AUTHOR(S): Adam Grant

PUBLICATION DATE: April 9, 2013

PUBLICATION PLACE: New York, USA

PUBLISHER: VIKING PRESS

STUDENT 22

WEEK FROM (14th) TO (21st) (JANUARY/2025)

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Tuesday	14/01/2025	From 1 to 32	60 minutes	Introduction to reciprocity styles (givers, takers, matchers). Explores how these styles affect professional success and relationships. Story of venture capitalist David Hornik highlights the challenges and benefits of being a giver.
Wednesday	15/01/ 2025	From33 to 65	90 minutes	Discusses networking styles and the benefits of building authentic connections. Explains how takers like Ken Lay may exploit relationships, while givers create value over time. References Abraham Lincoln as an example of successful giver leadership.
Thursday	16/01/ 2025	From 66 to 95	60 minutes	Analysis of collaboration and teamwork dynamics. Explores the costs of being a giver and strategies to avoid burnout. Examples from medical students and financial advisers show how giving thrives in teamwork-intensive environments.
Friday	17/01/ 2025	From 96 to 124	120 minutes	The role of influence and communication in reciprocity. Highlights how givers use “powerless communication” to build trust and persuade effectively. Includes stories of leaders who gained influence through humility and empathy.

Saturday	18/01/ 2025	From 125 to 160	90 minutes	Explores strategies to manage the risks of giving, such as dealing with takers. Insights on how to balance generosity with assertiveness.
Sunday	19 /01/ 2025	From 161 to 200	60 minutes	Examines how giving impacts long-term success. Features examples of entrepreneurs and professionals whose giving created widespread ripple effects. Reinforces the idea that givers succeed in collaborative, service-oriented environments.
SUMMARY	Adam Grant's Give and Take emphasizes the importance of reciprocity style which are: giving, taking, and matching in shaping personal and professional success. The book dispels myths about givers being inherently weak, showing they can achieve significant success by building trust, collaborating effectively, and influencing others through humility. Key stories, such as those of David Hornik and Abraham Lincoln, illustrate how givers can overcome challenges and create lasting positive impact.			
PERSONAL REFLECTIONS	This book has challenged my assumptions about success. I found it inspiring to see how generosity can be a strategic and effective path to achieving professional goals. David Hornik's story resonated with me, especially his emphasis on serving others while staying true to his values. I also appreciated the balance Grant presents, showing that giving must be managed wisely to avoid exploitation. It encourages me to adopt a giving mindset in my own relationships and work, knowing that it's both rewarding and sustainable when done thoughtfully.			

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: How to win friends and influence people

GENRE: self-help, personal development

AUTHOR(S): Dale Carnegie

PUBLICATION DATE: First published in 1937, this edition was published in 2006

PUBLICATION PLACE: London, United Kingdom

PUBLISHER: Vermilion (an imprint of Ebury Publishing, part of the Random House Group)

STUDENT 29

WEEK FROM (14th) TO (21st) (January/2025)

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	/ / 2025	From ... to ...		
Monday	/ / 2025	From ...to...		
Tuesday	14/01/2025	From 1 to 43	120	The importance of avoiding criticism and condemnation, appreciation and sincerity, understanding human nature, etc.
Wednesday	15/01/2025	From 44 to 86	120	Become genuinely interested in other people, smile, and remember names.
Thursday	16/01/2025	From 87 to 129	120	Be a good listener and make others feel important.
Friday	17/01/2025	From 130 to 172	120	Avoiding arguments, respecting others' opinions and admitting mistakes.
Saturday	18/01/2025	From 173 to 215	120	Let the others do most of the talking, be sympathetic with the ideas of others and respect their point of view
How to Win Friends and Influence People by Dale Carnegie is a self-help book that offers practical advice on how to build positive relationships, improve communication, and influence others in a constructive way. The book is divided into several sections, each focused on different aspects of interpersonal interaction: In the first part of the book (Fundamental Techniques in Handling People) Carnegie emphasizes the importance of avoiding criticism, condemnation, and complaints. Instead, he advocates for showing genuine appreciation and understanding others' perspectives.				

SUMMARY	In the second part of the book (Six Ways to Make People Like You) Carnegie suggests being genuinely interested in others, smiling, remembering people's names, being a good listener, talking in terms of others' interests, and making others feel important. In the third part of the book (How to Win People to Your Way of Thinking) The key to influencing others is to avoid arguments, show respect for others' opinions, admit when you're wrong, and ask questions that encourage others to speak freely. The last part (Be a Leader) shows how to Change People Without Giving Offense or Arousing Resentment: Carnegie advises leaders to praise others' strengths, help people correct mistakes indirectly, and give others a sense of importance to motivate them. Overall, the book focuses on empathy, active listening, and understanding human nature to build trust and influence people positively. It stresses the importance of treating others with kindness and respect to win their cooperation and friendship.
PERSONAL REFLECTIONS	Reflecting on How to Win Friends and Influence People by Dale Carnegie, I realize how impactful the book is in fostering better interpersonal relationships, both personally and professionally. Carnegie emphasizes the importance of showing genuine interest in others, listening actively, and making people feel valued. These principles are timeless and continue to resonate with me in all aspects of communication. One major takeaway for me is the power of positivity and encouragement. Instead of criticizing or pointing out flaws, Carnegie suggests focusing on praise and recognition, which can inspire others to improve without feeling demoralized. This shift in mindset not only improves relationships but also fosters trust and respect. The book also highlights how effective communication is often about making others feel important. This aligns with the idea that people seek validation and appreciation, and by offering this in a sincere manner, we can form deeper, more meaningful connections. Ultimately, the teachings of Carnegie help to enhance empathy, humility, and patience in interactions, making us more successful in influencing and inspiring others to grow and collaborate. The lessons from this book are not just about gaining influence but about building mutual respect and creating an environment where both parties feel valued.

Appendix R2: Samples of Students' Journals from ER Assignment 1

EXTENSIVE READING JOURNAL

Reading Group 5

WEEK FROM (14th) to (21st) January/2025

BOOK DETAILS	Book title: How to win friends and influence people
	Genre: Self-help, personal development.
	Author(s): Dale Carnegie
	Publication date: First published in 1937, this edition was published in 2006.
	Publication place: London, United Kingdom
	Publisher: Vermilion (an imprint of Ebury Publishing, part of the Random House Group).
SUMMARY	How to Win Friends and Influence People by Dale Carnegie is a classic self-help book that provides practical advice on how to improve interpersonal relationships, communicate more effectively, and influence others positively. It is divided into four major sections: Fundamental Techniques in Handling People: Carnegie emphasizes the importance of avoiding criticism and condemnation, as they can lead to defensiveness. Instead, he advocates for giving sincere appreciation and showing genuine interest in others. He also stresses the power of arousing in others an eager want, which helps influence their actions. Six Ways to Make People Like You: This section focuses on strategies for building rapport and creating a positive connection with others. Key techniques include being genuinely interested in other people, smiling, remembering people's names, being a good listener, talking in terms of others' interests, and making others feel important—without being insincere. How to Win People to Your Way of Thinking: Carnegie discusses how to persuade others to see things from your perspective. He encourages avoiding arguments, admitting mistakes quickly, and letting others feel that an idea is their own. He also advocates asking questions instead of giving direct orders, and for showing respect for others' opinions. Be a Leader: How to Change People Without Giving Offense or Arousing Resentment: In this section, Carnegie shares strategies for leading and influencing others positively. He advises leaders to begin with praise and appreciation, to call attention to others' mistakes indirectly, and to encourage improvement by offering suggestions rather than criticism. He also highlights the importance of inspiring enthusiasm and making people feel important. Overall, the book emphasizes the importance of empathy, active listening, and positive reinforcement in building strong relationships and achieving success in both personal and professional life. The core message is that treating others with respect, kindness, and genuine interest is the key to winning their trust and influencing their behavior.
	Reflecting on How to Win Friends and Influence People by Dale Carnegie, we realize how impactful the book is in fostering better interpersonal relationships, both personally and professionally. Carnegie emphasizes the importance of showing genuine interest in others, listening actively, and making people feel valued. These principles are timeless and continue to resonate with us in all aspects of communication. One major takeaway for us is the power of positivity and encouragement. Instead of criticizing or pointing out flaws, Carnegie suggests focusing on

PERSONAL REFLECTION	praise and recognition, which can inspire others to improve without feeling demoralized. This shift in mindset not only improves relationships but also fosters trust and respect. The book also highlights how effective communication is often about making others feel important. This aligns with the idea that people seek validation and appreciation, and by offering this in a sincere manner, we can form deeper, more meaningful connections. Ultimately, the teachings of Carnegie help to enhance empathy, humility, and patience in interactions, making us more successful in influencing and inspiring others to grow and collaborate. The lessons from this book are not just about gaining influence, but about building mutual respect and creating an environment where both parties feel valued.
CRITICAL ANALYSIS	Dale Carnegie's <i>How to Win Friends and Influence People</i> is a timeless self-help book that has influenced millions since its publication in 1936. The book focuses on interpersonal skills, effective communication, and leadership principles, making it a valuable resource for personal and professional growth. Below is a critical analysis of its strengths, limitations, and relevance. Strengths 1-Practical Advice: 2-Focus on Empathy and Understanding 3- Engaging Writing Style 4- Broad Applicability Weaknesses 1-Over-Simplicity 2-Cultural and Temporal Bias. 3-Potential for Misuse 4-Lack of Depth in Psychology 5-Not a One-Size-Fits-All Approach
APPLICATION	The principles outlined in Dale Carnegie's <i>How to Win Friends and Influence People</i> can be applied across various aspects of life, including personal relationships, professional environments, and community engagement. Below is a breakdown of its application in different areas: 1. Personal Relationships Carnegie's principles foster stronger connections and improve interpersonal dynamics. Building Rapport: Using techniques like remembering names and showing genuine interest in others helps in forming deeper connections with family and friends. Resolving Conflicts: The book's advice to avoid criticism and focus on constructive feedback encourages healthier communication and conflict resolution. Enhancing Empathy: Understanding others' perspectives strengthens bonds and reduces misunderstandings. Example: In a friendship disagreement, applying Carnegie's principle of "avoiding arguments" can de-escalate tension and lead to a constructive discussion. 1. Professional Settings The book offers valuable guidance for career advancement, leadership, and workplace relationships. Networking: Showing appreciation and engaging in sincere conversations helps in building professional networks. Leadership: Carnegie emphasizes leading with encouragement rather than criticism, which boosts team morale and productivity. Influence in Negotiations: Understanding others' needs and presenting ideas from their perspective enhances persuasion.

	Managing Teams: Praising accomplishments and offering constructive advice fosters a positive work environment. Example: A manager praising an employee's strengths before providing constructive feedback motivates the employee to improve without feeling demoralized. 2. Sales and Customer Service Carnegie's techniques are particularly effective in roles involving customer interaction. Building Trust: Being genuinely interested in customers' needs creates lasting loyalty. Handling Complaints: Listening attentively and empathizing with customers' concerns leads to better conflict resolution. Improving Sales: Framing benefits from the customer's perspective increases the likelihood of a sale. Example: A salesperson using Carnegie's principle of "talking in terms of the other person's interests" can better connect with a client and close deals. 3. Community Engagement and Social Influence The principles are useful for fostering community relationships and becoming an influential figure. Public Speaking: Carnegie's emphasis on storytelling and understanding the audience helps in delivering impactful speeches.
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EXTENSIVE READING JOURNAL

STUDENTS NAME: Reading Group 6

WEEK FROM (14) TO (21) (January/2025)

BOOK DETAILS	Book title: Eat That Frog
	Genre: Self-Help
	Author(s): Brian Tracy
	Publication date: 2001
	Publication place: United States
	Publisher: Berrett-Khoehler Publisher
SUMMARY	Eat That Frog! by Brian Tracy is a self-help book focused on time management and productivity, emphasizing the importance of tackling the most challenging task ('frog') first to maximize efficiency. The book presents 21 practical strategies, such as setting clear goals, planning ahead, using the 80/20 Rule, and breaking large tasks into smaller steps. It highlights prioritization techniques like the ABCDE Method and emphasizes self-discipline, motivation, and managing constraints. While the book provides actionable advice and timeless principles, it oversimplifies some productivity challenges and doesn't fully address external interruptions. Despite this, it remains a valuable guide for overcoming procrastination and improving focus.
PERSONAL REFLECTION	Reading Eat That Frog! Made us rethink our productivity habits. The idea of tackling the hardest task first helped us reduce procrastination and feel more accomplished early in the day. The ABCDE Method also changed how we prioritize tasks, making us more focused on what truly matters. We found the book's time management strategies, like breaking tasks into smaller steps and setting deadlines, very useful.

	However, it assumes full control over one's schedule, which isn't always realistic. Despite this, the book has helped us become more disciplined and proactive. The key lesson we take away is that small, consistent actions lead to greater productivity and success.
CRITICAL ANALYSIS	The book <i>Eat That Frog!</i> has many good points. It gives clear and simple advice that anyone can use to be more productive. The ideas, like the 80/20 Rule and goal setting, are timeless and work in any job or situation. It also helps people stay motivated, focused, and disciplined. However, the book has some weaknesses. Some problems with time management are more complex and need deeper solutions. In addition, some ideas in the book repeat too much. Lastly, it does not fully consider real-life challenges, like interruptions at work or unexpected tasks. Even with these small issues, the book is still very helpful for people who want to stop procrastinating and get more done.
APPLICATION	1. Start the Day with the Most Important Task: Identify your biggest task the night before and tackle it first in the morning. 2. Use the ABCDE Method: Categorize daily tasks to improve prioritization. 3. Break Large Tasks into Smaller Steps: Instead of feeling overwhelmed, apply the "One Oil Barrel at a Time" method. 4. Avoid Distractions: Use the Single-Handling principle to focus on one task at a time. 5. Create Dedicated Work Periods: Use the Pomodoro Technique or schedule deep work sessions. 6. Develop a Sense of Urgency: Set deadlines for each task to increase efficiency. By integrating these principles into daily routines, productivity can improve significantly, leading to greater success.

Appendix S1: Samples of Students' Reading Logs from ER Assignment 2

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: 10 Simple Solutions for Building Self-esteem

GENRE:Self-help

AUTHOR(S): Glenn Schiraldi

PUBLICATION DATE: 2007

PUBLICATION PLACE: Oakland

PUBLISHER: New Harbinger Publication

STUDENT NAME: Student 17

WEEK FROM (28) TO (04) (Late JANUARY- Early FEBRUARY/2025)

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Tuesday	28/ 01/2025	From 7 to 17	40 min	In this first section, the book starts with an introduction of Self-esteem. But I have taken the definition presented in the first solution which is Know what Self-esteem is. The author states that Self-esteem is a realistic, appreciative opinion of oneself. (2007:7). Schiraldi also goes through the Building Blocks of Self-Esteem, where he writes that Self-esteem rests upon three important factors, or building blocks and he lists: Unconditional worth, Unconditional love and Growth, then comes Self-esteem. He also states that for a person to have Self-esteem, he should look at these building blocks. He continues by mentioning another factor which is "Externals factors " He asserts that "Externals are outer events or circumstances that can alter the way we experience our worth but do not change our worth" Schiraldi (2007:16).
		From 17 to 34	1h & 15 min	

				Thereafter he gives further explanations on the three building blocks mentioned. And then provides an exercise which he classifies as "Start with the end in mind" Afterwards, he introduced the second solution which he puts this way "Be mindful" This solution focus on explaining that "Our experiences in life and our perception of externals can change the way we feel about ourselves. The wonderful news, however, is that we can learn how to develop self-esteem." Schilardi (2007:20). It talks through a point which has actually drawn my attention when he differentiates the wisdom mind and Ordinary mind. He stated: "The wisdom mind represents our true happy nature, which is similar to the core self. The wisdom mind, like the core depicted in chapter 1, is kind, wise, and compassionate—it desires the happiness of others as much as that of ourselves (which is why it is happy), and it is good humored, hopeful, peaceful, simple, and integrated. The wisdom mind is characterized by self-esteem and dignity, but also humility—realizing that all people possess the wisdom mind. However, the ordinary mind surrounds the wisdom mind like a dark cloud, keeping us unaware of our true happy nature and causing much suffering (Rinpoche 1993). " Schilardi (2007:22). Then he goes over the "Heartfulness Attitudes" that highlights much more the core worth, which is wisdom mind.
Wednesday	29/01/2025	From 34 To 41	24 min	Next, the author goes over the third solution which is "Clear away negative thoughts" and I would simplify this solution by quoting What the author asserts: "What determines whether we experience appropriate upset or disturbance at the emotional level is the thoughts that we choose." Also he states that

		From-41 to 52	33 min	"We are ultimately responsible for the thoughts that we choose. We can't always control the way others treat us. However, we are completely free to control our thoughts. This assumption does not blame people for lacking self-esteem. Rather, it empowers us to realize that we can shape the thoughts that influence self-esteem and avoid blaming others for our present feelings." Schilardi (2007). Schilardi also says that people with self-esteem are not necessarily brighter, more attractive, or more skillful than those who lack self-esteem. The difference really lies in the way we view ourselves. (2007). In this chapter he helps to consider our strengths so that we live off with things we have now. Our abilities are our strengths. And he helps to consider it too much. In solution number five, where he intitles as "Use mindful meditations", he explores skills that help us to provide the healing love that might have been in short supply while we were developing.(2007). Because we are constantly fighting against our Ordinary mind. What makes him to write this way: "The battles that cause most of our suffering rage in the ordinary mind, where we become attached to racing negative thoughts and disturbing emotions, pulled away from our peaceful, kind center. The present moment becomes poisoned as we get ensnared and fatigued by these swirling, circling thoughts and feelings in the ordinary mind" Schilardi (2007:62)
		From 52 To 62	16 min	
		From 62 to 68	26 min	
Thursday	30/01/2025	From 68 to 80	23 min	Mindfulness-based cognitive therapy (MBCT; Segal, Williams, and Teasdale 2002; McQuaid and Carmona 2004) brings the heart back into the picture, giving a complementary way to handle upsetting thoughts and feelings. This approach focuses mainly on the feelings (of being unlovable, inadequate, and so on.
		From 80 to 87	18 min	

		From 87 to 104	30 min	In this section, six one, the author discusses the solution of cultivating joy. Where focuses on ways to increase happiness and wholesome pleasure. (2007:87).
Monday	03/02 /2025	From 104 to 112	17 min	Appreciate your body is the eighth solution for building up Self-esteem. And he says that the way we experience our body typically corresponds to the way we experience our core selves. If we reject our bodies overall because of particular perceived flaws, we are also likely to condemn our core selves for some present imperfections. If our bodies have been mistreated, ridiculed, or called names, we may learn to experience our bodies with shame. Care for Your Mind by Caring for Your Body is the eighth solution that author discusses "Because" he writes "the mind and body are interactively connected, taking care of the body is a way to strengthen mental health and self-esteem" Schilardi (2007).
		From 114 to 123	5 min	In this section he talks about sleep, exercise and nutrition as part of the solution mentioned. "Develop Your Character and Spirituality" the author puts it by exploring pathways to inner enrichment, drawing upon themes that are common across diverse cultures and spiritual traditions. Schiraldi (2007:123).
		From 123 to 150	30 min	This chapter explores three remaining processes related to self-esteem and life satisfaction: personality development, cultivating meaning and purpose, and relapse prevention, by stressing the fact that we don't change overnight, and we wouldn't wish to become just like somebody else, but we can trust ourselves to cultivate our latent personality traits in a way that is unique to ourselves.
		From 150 to 165	20 min	He invites us to consider the below list of traits that are generally valued in people. For example: Appreciative Determined,

				resolute Open to new experiences Sense of wonder/delight/awe. And many other traits that are valued in people that are placed in the book.
SUMMARY	By reading this masterpiece, I do agree and came to the conclusion with the following authors when they stated in the front part of the book that: "10 Simple Solutions for Building Self-Esteem is a very interesting and rewarding book! Clearly and warmly written, Schiraldi's book is filled with valuable and varied possibilities for enhancing self-esteem and exploring the wonder and mystery of this human life" —Jeffrey Brantley, MD, founder and director of the Mindfulness-Based Stress Reduction Program "Schiraldi skillfully blends theory and practice into a how-to manual for developing and strengthening self-esteem. Written in an easy, conversational style, this engaging book provides practical suggestions interspersed with real-life scenes." —A. Dean Byrd, Ph.D., MBA, MPH, president of Thrasher Research Fund "This is for anyone seeking to manage the stresses of modern life and to feel good on a daily basis. Packed with simple, understandable activities to help reduce stress and make meaning in life, the book will help anyone who wants to improve his or her own self-esteem or that of a close friend or loved one. Marrying the best of Eastern and Western thought in an easy- to-understand format, Schiraldi empowers the reader to create their best life possible." —Marcia Marinelli, Ph.D., NCC, assistant director of the University of Maryland Counseling Center.			
PERSONAL REFLECTIONS	By way of introduction, I believe reading this book has been quite fascinating for me. Actually it has helped me to get a lot more knowledge on my mindset and frame. For it has helped me to get rid of a lot of both self and external judgements. At the same time it has helped to be more patient, calm, settled, confident, enthusiastic and above all, feel much more comfortable with myself despite not having everything I want. For my happiness doesn't consist on the things I possess but rather on my core worth, my wisdom mind. Just the fact that I am a person and alive is great enough for realizing the value I have. Not for attachments or wealth, possessing or not, but because I am alive. I can get and cannot get anything and it IS definitely ok. I accept the reality, that's the way it is. In fact, understanding all these realities produces a tremendous relief. I thank God for having created me and because I am alive. For me it's enough. I look up to Schilardi and the people who he acknowledges in the book. Not to mention that, reading this book has not been easy, however, I got fascinated by each solution it provided. The process started getting nicer and nicer till it became pleasurable.			

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: Boundaries: When to Say Yes, When to Say No, To Take control of Your Life

GENRE: Self-hep

AUTHOR(S): Dr.Henry Cloud and Dr.John Townsend

PUBLICATION DATE: 1992

PUBLICATION PLACE: Grand Rapids, Michigan, USA

PUBLISHER: Zondervan

STUDENT NAME: Student 32

WEEK FROM (28th JANUARY) TO (04th February/2025)

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	02/02/2025	From 220 to 251	50	Boundaries are essential for maintaining healthy relationships and personal well-being. They define where one person ends, and another begins.
Monday	03/02/2025	From 215 to 261	18	The authors talk about boundaries problems as many people struggle with boundary issues, leading to feelings like overwhelm, resentment, and conflicts in relationships.
Tuesday	28/01/2025	From 331 to 353	25	Boundaries are developed through experiences and upbringing. Understanding this can help individuals identify their own boundary issues.
Wednesday	29/01/2025	From 5 to 51	30	The authors outline ten fundamental principles that govern how boundaries work in various aspects of life.
Thursday	30/01/2025	From 52 to 155	35	Different relationships like family, friends, spouse, and children present unique boundary challenges that need to be navigated carefully.
Friday	31/01/2025	From 156 to 211	25	The authors also provide strategies for establishing and maintaining healthy boundaries, emphasising the importance of self-care and assertiveness.
Saturday	01/02/2025	From 200 to 240	15	Accountability is essential in the process of establishing and maintaining boundaries. The authors stress that having supportive relationships can help individuals stay accountable to their boundary--setting goals.
Boundaries is a comprehensive guide that explores the importance of setting limits in various aspects of life, starting from family dynamics to workplace interactions. The authors illustrate how a lack of boundaries can lead to chaos and dysfunction while providing practical advice on how to establish healthy boundaries. They emphasize that saying NO is just as important as saying YES in order to take control of our lives and ensure emotional health. Boundaries also refer to both physical and emotional limits that protect our space and integrity. They discuss various boundary problems people encounter, such as difficulty saying NO, feeling overwhelmed by others demands, or experiencing guilt when asserting themselves. The authors explain how boundaries are often shaped by our upbringing and				

SUMMARY	past experiences, leading to a deeper understanding of why some people struggle with them more than others.
PERSONAL REFLECTIONS	Reading about boundaries has been an enlightening experience for me. It has made me reflect on my own relationships and where I may have allowed others needs to overshadow my own well-being. The concept of boundaries feels liberating. It is empowering to recognize that i have the right to set limits without guilt or shame. I particularly resonated with the idea that boundaries saying NO, but also about understanding oneself better- what I value, what I need, and how I wish to be treated by others. This has encouraged me to take proactive steps toward defining my boundaries more clearly in both personal and professional settings. In essence, boundaries serve as a vital reminder that establishing limits is not only essential for personal health but also fosters healthier relationships with those around us. It is a journey worth embarking on for anyone seeking greater control over their life and interactions with others.

Appendix S2: Samples of Students' Reading Journals from ER Assignment 2

EXTENSIVE READING JOURNAL

STUDENTS NAMES: READING SUBGROUP 1.1

WEEK FROM (28th January TO 4th February/2025)

BOOK DETAILS	Book title: 21 Days of Effective Communication
	Genre: Self-Help Book
	Author(s): Ian Tuhovsky
	Publication date: 2018
	Publication place: London
	Publisher: Rethink Press
SUMMARY	"21 Days of Effective Communication" by Ian Tuhovsky is a practical guide designed to improve your communication skills over a 21-day period. The book focuses on developing essential communication techniques that can help readers become more confident and impactful in their interactions. Each chapter provides actionable advice and exercises, encouraging readers to gradually implement and practice these techniques on a daily basis. The book covers a range of topics such as active listening, assertiveness, body language, and how to express yourself clearly and persuasively. The goal is to make communication more effective both in personal and professional contexts, ultimately helping readers build stronger relationships and achieve better outcomes in their interactions. The 21-day structure of the book aims to make the process of improving communication manageable and achievable, providing a step-by-step approach that allows readers to develop habits that will last long-term
PERSONAL REFLECTION	Reading "21 Days of Effective Communication" has significantly influenced our perspective on how we engage with others. As we progressed through the chapters, we became increasingly aware of our communication habits, strengths, and areas for improvement. The emphasis on self-awareness on Day 1 resonated with us deeply, encouraging us to reflect on how our biases can unintentionally color our interactions. This was an insightful experience that helped us recognize the importance of communication in every area of life. The daily exercises made us more aware of our own communication habits and how small changes, like active listening or adjusting our body language, can lead to more meaningful interactions. We especially appreciated the focus on building confidence and being more empathetic in conversations, which we believe will positively impact both our personal relationships and professional interactions. The book provided practical tools for handling conflict and persuasion, which we can apply in various situations. Overall, this book was a valuable reminder that effective communication is not just about talking, but about truly connecting with others and understanding

	their perspectives. We feel more equipped to engage with others thoughtfully and improve the way We express ourselves Chapters on non-verbal communication and empathy helped us understand that communication is multi-dimensional. How we carry our tone, our facial expressions, and ourselves can strongly influence how our message is received. The book's practical exercises made us realize that implementing these concepts takes practice and effort, but the potential rewards—such as stronger relationships and greater understanding—are worthwhile.
CRITICAL ANALYSIS	The 21-day framework allows for gradual learning and practice, making it easier to absorb and implement concepts over time. Each chapter includes actionable steps and exercises, helping readers convert theory into practice. This hands-on approach enhances retention of the material. The book addresses multiple facets of communication—from clarity to empathy—creating a holistic view of effective interpersonal interactions. Some concepts may feel generalized, as individual communication styles can vary greatly. Tailoring advice to suit diverse personalities and contexts would have added depth. While the book covers many topics, some readers might find that it does not delve deeply enough into certain areas, such as cultural differences in communication. "21 Days of Effective Communication" serves as a valuable resource for anyone looking to enhance his or her communication skills. Its approachable style and practical exercises make it accessible, although readers must be willing to invest time in applying the concepts for maximum benefit. The addition of real-world examples or case studies could enhance the book's effectiveness. Showing how the strategies have been successfully applied in diverse situations would help readers understand how to implement the ideas in various scenarios.
APPLICATION	By exposing our most mature selves to this "21 Days of Effective Communication, as a book," we plan to implement the following actions in our daily life: After each conversation, we may and will reflect on what went well and what could have been improved, especially focusing on active listening and clarity. We will practice active listening techniques during interactions, such as summarizing what the speaker has said and asking clarifying questions, to ensure thorough understanding. We intend to become more mindful of our body language in various settings—both professional and personal—using positive cues to reinforce our verbal messages. We will seek feedback from friends, family, and colleagues regarding our communication skills, using their insights to work on specific areas for improvement. We strive to approach conversations with empathy, seeking to understand the emotions behind the words spoken. This could involve recognizing non-verbal cues and validating others' feelings. In professional settings, the book helps enhance leadership, teamwork, and workplace interactions by

	promoting clear, concise communication, feedback, and conflict resolution. The persuasive communication strategies are especially valuable for those in sales, marketing, or customer service, where understanding and influencing others is crucial Additionally, the book can be applied to cross-cultural communication, making it useful in global contexts where adapting to diverse communication styles is key. Readers can also apply the book's lessons to improve teamwork, ensuring more efficient collaboration and resolving conflicts within teams. Ultimately, "21 Days for Effective Communication" is a versatile resource that supports personal development, professional success, and the enhancement of all forms of interaction by equipping readers with practical, actionable communication skills. By consciously applying the principles laid out in the book, we hope to develop stronger relationships, foster better collaboration, and improve overall interpersonal effectiveness. Ultimately, the goal is to create an atmosphere of open communication and understanding in both our personal and professional life.
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EXTENSIVE READING JOURNAL

STUDENT NAME:

READING SUBGROUP 2.1

WEEK FROM (28/01) TO (04/02/2025)

BOOK DETAILS	Book title: Atomic Habits: An Easy Way to Build Good Habits & Break Bad Ones.
	Genre: Self-help, Personal Growth, Psychology
	Author(s): James Clear
	Publication date: 2018
	Publication place: New York, USA
	Publisher: Avery (An imprint of Penguin Random House)
SUMMARY	Atomic Habits by James Clear explores how small, consistent changes can lead to remarkable transformations over time. The book introduces the idea that habits, no matter how small, compound over time to create significant results. Clear outlines the 4 Laws of Behavior Change: 1. Make it Obvious – Design your environment to make good habits easy to see and bad habits less accessible. 2. Make it Attractive – Bundle habits you need to do with things you enjoy making them more appealing. 3. Make it Easy – Reduce friction for good habits by starting with tiny actions and increase friction for bad ones. 4. Make it Satisfying – Use rewards and positive reinforcement to stick to habits. Clear also emphasizes the importance of identity: rather than focusing on goals, focuses on becoming the type of person who embodies the habits you want. Through this mindset shift, small changes create lasting transformations.
PERSONAL REFLECTION	Reading Atomic Habits really helped me see how small actions can create big results. One of the most important ideas for me was the focus on identity. Instead of saying "I want to read a book," I started thinking, "I am someone who reads regularly." This shift helped me stay more committed and consistent. The book also made me realize how much my environment affects my behavior.

CRITICAL ANALYSIS	While Atomic Habits offers practical advice, it mainly focuses on the individual and their responsibility to change. It doesn't go much into how outside factors, like financial struggles or mental health, can impact our ability to form habits. The book could have done more to address these challenges. Also, the 4 Laws of Behavior Change can sometimes feel a little too simple or repetitive, especially when you're trying to apply them in the real world. The idea of immediate rewards is also helpful, but sometimes achieving long-term goals requires more patience and delayed gratification, which isn't always easy.
APPLICATION	To develop a consistent reading habit, I used the two-minute rule from the book. Instead of aiming to read a whole chapter or book at once, I started by reading just one page a day. This small action made it easy to get started, and over time, I increased the number of pages I read. I also used habit stacking by pairing my reading with an existing habit—after I drink my morning coffee, I read for 10 minutes. This small change has made reading a daily habit and allowed me to read more regularly. I used the "Make it Obvious" principle to help stop biting my nails. I noticed that I tended to bite my nails when I was bored or anxious, so I started to keep my nails trimmed. This made the act of biting them less tempting. I also used habit substitution: instead of biting my nails, I started playing with a stress ball whenever I felt the urge. By making the new habit easy to do (just squeezing a stress ball), I was able to replace the old one over time. One of the habits I wanted to break was endlessly scrolling through social media, especially before bed. To apply the "Make it Difficult" law, I turned off all notifications for social media apps and removed them from my phone's home screen. This small environmental change made it harder to mindlessly check my phone. I also applied environment design: I started placing my phone in another room before bed, so it wasn't within arm's reach, and replaced social media with reading or journaling for 10 minutes before sleeping. By applying these strategies from the book, I was able to make small changes that helped me build better habits and break free from bad ones like nail-biting and mindless social media scrolling.

Appendix T1: Samples of Students' Reading Logs from ER Assignment 3

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: You Become What You Think

GENRE: Self-Help, Personal Growth

AUTHOR(S): Shubham Kumar Singh

PUBLICATION DATE: 2018

PUBLICATION PLACE: India

PUBLISHER: Independently Published

STUDENT NAME: Student 9

WEEK FROM 04th TO 11th March/2025)

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	04/03/2025	From 1 to 16	60	Introduction to the book's premise: the power of thought. Part 1 focuses on present moment awareness, mindfulness, accepting pain, and practicing composure. Key ideas: Live in the now, endure pain, acknowledge thoughts and feelings, and practice composure.
Monday	05/03/2025	From 17 to 36	75	Habits and Personal Growth. Building habits by making them obvious, attractive, easy, and satisfying. Importance of small changes, consistency, momentum, and self-care. Key ideas: Habit loop, 1% improvement, two-minute rule, 20/20/20 formula, breaking momentum, and financial habits.
Tuesday	06/03/2025	From 37 to 45	45	Stoic Philosophy. Introduction to Stoic principles for a peaceful mind. Focus on control vs. non-control, accepting what you can't change, choosing friends wisely, and living in harmony with nature. Key ideas: Mind as possession, control and acceptance, virtuous friends, simplicity, truth.
				Mental Health. Addressing low moods, stress as a tool, happiness as an emotion, reframing problems,

Wednesday	07/03/2025	From 46 to 53	50	forgiveness, and self-compassion. Key ideas: Self-compassion, connect with others, happiness is fleeting, reframe problems, forgive yourself.
Thursday	08/03/2025	From 54 to 58	35	Relationships. Understanding love's components: joy, equanimity, compassion, loving-kindness. Importance of self-connection and generosity in relationships. Key ideas: Four aspects of love, self-connection for relationships, generosity.
Friday	09/03/2025	From 59 to 67	60	Human Psychology (Part 1). Favoring feeling right over being right, confident humility, past doesn't determine future, social pressures, scarcity, and authority influence. Key ideas: Think like a scientist, confident humility, control your destiny, social pressures, scarcity, authority.
Saturday	10/03/2025	From 68 to 71	30	Human Psychology (Part 2) and Conclusion. Two systems of thinking, beliefs structured by memory, welcoming being proved wrong, indifference to death for survival, finding meaning as responsibility. Key ideas: System 1 & 2, emotion vs. reason, welcome being wrong, find meaning.
SUMMARY	The book "You Become What You Think" explores the power of thoughts in shaping our lives and offers actionable wisdom for self-improvement across various aspects of life, including happiness, habits, stoicism, mental health, relationships, and human psychology. It emphasizes mindfulness, self-awareness, and proactive steps to cultivate a positive and fulfilling life.			
PERSONAL REFLECTIONS	This week's reading of "You Become What You Think" has been insightful. The book's structured approach, breaking down complex topics into actionable steps, is particularly helpful. The emphasis on mindfulness and stoicism resonated strongly, providing practical tools to manage daily challenges and cultivate inner peace. The sections on habits and human psychology offered valuable frameworks for personal growth and understanding decision-making processes. Overall, the book provides a comprehensive guide to mastering one's mind for a better life.			

WEEKLY EXTENSIVE READING LOG

BOOK TITLE: ATTITUDE IS EVERYTHING

GENRE:, SELF-HELP, PERSONAL DEVELOPMENT

AUTHOR(S): JEFF KELLER

PUBLICATION DATE:1999,2001

PUBLICATION PLACE: ST. AUGUSTINE, FL, USA

PUBLISHER: ATTITUDE IS EVERYTHING

STUDENT NAME: **Student 21**

WEEK FROM (TUESDAY 4th) TO (TUESDAY 11th) MARCH/2025)

DAY	DATE	PAGES READ	MINUTE S READ	MAIN IDEAS
Sunday	9/3/2025	From 101 to 125	120 minutes	Overcoming obstacles and setbacks. The book provides strategies for maintaining a positive attitude during challenges.
Monday	10/3/2025	From 126 to 150	100 minutes	The role of persistence and resilience. Keller shares insights on how successful people stay committed despite failures.
Tuesday	11/3/2025	From 151 to 175	115 minutes	Final lessons on applying a positive attitude in everyday life. The author provides a call to action for readers to actively shift their mindset and embrace opportunities.
Wednesday	5/3/2025	From 1 to 25	60 minutes	Introduction to the concept of attitude and its role in personal success. The author emphasizes the power of thoughts and the importance of adopting a positive mindset.
Thursday	6/3/2025	From 26 to 50	70 minutes	Explanation of how words influence actions. Keller discusses the importance of positive self-talk and eliminating negative language from daily life.
Friday	7/3/2025	From 51 to 75	45 minutes	The impact of visualization and belief systems on achieving success. The author encourages readers to set clear goals and visualize their accomplishments.
Saturday	8/3/2025	From 76 to 100	90 minutes	Taking responsibility for one's actions and decisions. Keller stresses that individuals control their success through attitude and effort.
<i>Jeff Keller's Attitude is Everything emphasizes the transformative power of a positive mindset in achieving personal and professional success. The book is structured around key principles that highlight how thoughts, words, and actions shape one's reality. Keller argues that success begins with changing one's internal dialogue, adopting positive self-talk, and visualizing success. He underscores the importance of taking responsibility for</i>				

SUMMARY	<i>one's choices, persisting through challenges, and maintaining resilience in the face of setbacks. Through practical strategies and motivational insights, the book provides a roadmap for individuals to shift their attitude and unlock their full potential.</i>
PERSONAL REFLECTIONS	<i>Keller's book offers valuable lessons that are directly applicable to daily life. It reinforces the idea that attitude determines outcomes, making it essential to develop a mindset focused on growth and positivity. One of the most impactful takeaways is the emphasis on personal responsibility- understanding that external circumstances do not dictate success, but rather one's response to them. This perspective is empowering, as it shifts control back to the individual. By consciously applying these principles, one can cultivate resilience, improve problem-solving skills, and approach challenges with a proactive mindset, ultimately leading to greater personal and professional fulfillment.</i>

Appendix T2: Samples of Students' Reading Journals from ER Assignment 3

WEEKLY EXTENSIVE READING JOURNAL

STUDENT NAME: Student 3

WEEK FROM (04 to 11 March/2025)

BOOK DETAILS	Book title: The Dance of Connection
	Genre: Self-Help Book
	Author: Harriet Lerner
	Publication date: 2001
	Publication place: New York, USA
	Publisher: HarperCollins
SUMMARY	The Dance of Connection by Harriet Lerner is a guide to improving the way we communicate in relationships, particularly during emotionally charged or difficult conversations. The book's central premise is that many of us fall into negative patterns, or "dances," of behaviour in our relationships that prevent us from truly connecting with others. These patterns can lead to misunderstandings, frustration, and disconnection. Lerner outlines the importance of assertiveness, honesty, and emotional courage in communication. She emphasises that effective communication requires not only the ability to speak your truth but also the capacity to listen deeply. The book also focuses on the idea that conflict, when handled well, can actually strengthen relationships rather than weaken them. Throughout the book, Lerner offers strategies for breaking unproductive communication cycles and offers tools for navigating sensitive conversations with clarity and empathy.
PERSONAL REFLECTION	Reading The Dance of Connection gave me a new perspective on how I communicate in my personal and professional relationships. Lerner's emphasis on owning your feelings and being honest with others really resonated with me. One of the most powerful takeaways for me was the idea of taking responsibility for my emotions. Often, I would blame others for how I felt, but the book encouraged me to reflect on my emotional responses and be more mindful of how I communicate them. It made me realize that the way I present my feelings can either build or damage a connection. The part about listening deeply also hit home. In many of my relationships, I realized I wasn't always listening as attentively as I thought I was. The book has inspired me to focus on more mindful listening and to respond with empathy, not just with solutions or advice.

CRITICAL ANALYSIS	The Dance of Connection is a well-written and insightful book that offers valuable advice on improving communication. Lerner's style is accessible and relatable, and she provides practical examples and strategies that readers can apply immediately. The book's main strength lies in its ability to make complex psychological concepts easy to understand, especially for those who may not have a background in psychology. However, while the book is generally very useful, some readers might find its focus on interpersonal relationships a bit limiting. The advice is largely directed at romantic and family relationships, so those looking for insights on workplace communication or more diverse social dynamics might not find all the content directly applicable. Additionally, while Lerner discusses how to navigate difficult conversations, she doesn't delve as deeply into how to address systemic issues or power imbalances that may exist in certain relationships (e.g., those involving significant power differences, such as boss-employee dynamics). Furthermore, while the book offers a lot of excellent advice on handling emotions and communication, it may oversimplify the complexities of deeply entrenched relational patterns. Changing established behaviors and communication styles takes time, and Lerner's book might not fully address the challenges of breaking these patterns in deeply ingrained or dysfunctional relationships.
APPLICATION	The Dance of Connection can be applied in various real-life scenarios, particularly in relationships where communication is key. Here are a few ways the book's teachings can be put into practice - Use the book's advice to confront difficult topics openly without fear of conflict. For example, if there's a recurring issue in a friendship or family dynamic, apply Lerner's strategies to express your feelings clearly and listen to the other person's perspective. - Practice active listening. Instead of just waiting for your turn to speak, try to fully understand the other person's feelings and point of view before responding. - Lerner's ideas can be useful for navigating challenging conversations with colleagues, bosses, or subordinates. For instance, if you need to discuss a sensitive issue with a coworker, use the book's strategies to keep the conversation respectful, calm, and focused on finding a solution. - The emphasis on assertiveness can help you communicate your needs and boundaries effectively in professional settings. - Apply the principles in the book when dealing with conflict. Rather than avoiding confrontation, use the tools Lerner offers to confront issues head-on in a way that promotes understanding and resolution. - In more difficult situations, such as when you feel misunderstood or unheard, the book's advice can help you stay grounded and articulate your perspective without resorting to defensiveness.

WEEKLY EXTENSIVE READING JOURNAL

STUDENT NAME: Student 25

WEEK FROM (4th) TO (11th) (March/2025)

BOOK DETAILS	Book title: Things I Wish I'd Known Before We Got Married
	Genre: Relationships, Self-Help
	Author(s): Gary Chapman
	Publication date: 2010
	Publication place: Chicago, Illinois
	Publisher: Moody Publishers
SUMMARY	Things I Wish I'd Known Before We Got Married by Gary Chapman offers practical advice on marriage preparation, drawing from his experience as a counsellor. The book highlights key aspects such as communication, personality differences, realistic expectations, forgiveness, and financial management. Serving as a guide for engaged couples, it helps them navigate challenges and build a strong, lasting relationship.
PERSONAL REFLECTION	Reading this book made me reflect on the complexity of romantic relationships and the importance of self-awareness before making a serious commitment. People often idealise marriage without considering the practical challenges of daily life, and Gary Chapman presents a realistic and thoughtful approach to the subject. The book helped me understand how small differences can turn into major issues if not addressed early on. It also reinforced the importance of open communication, empathy, and mutual respect for a successful marriage. I felt that the author's advice is not only useful for couples preparing for marriage but also for those already in a relationship who want to improve their connection.
	The book provides valuable insights into marriage, offering practical examples and helpful advice. However, its approach may feel somewhat traditional for some readers, especially those with more modern views on relationships. Additionally, I felt it could have

CRITICAL ANALYSIS	explored more deeply specific challenges, such as intercultural relationships or psychological factors that affect marriage dynamics. Another point to consider is that while the book focuses on mistakes to avoid, it could have included more practical strategies to strengthen a relationship from the start. Still, it is a highly recommended read for anyone looking to enter marriage with greater awareness and emotional preparation.
APPLICATION	The knowledge from <i>Things I Wish I'd Known Before We Got Married</i> applies to romantic relationships by improving communication, understanding personality differences, and setting realistic expectations. Practicing active listening, discussing future goals, and managing finances together can help build a stronger, healthier relationship. Beyond marriage, these lessons also support personal growth. Patience, forgiveness, and emotional maturity can improve friendships and family bonds. Understanding that love requires effort encourages self-awareness and better decision-making in all relationships.

Appendix U1: Samples of Students' Reading Logs from IR Assignment 1

WEEKLY INTENSIVE READING LOG

STUDENT NAME: Student 8

WEEK FROM (18 TO 24 March/2025)

TEXT TYPE: (book/ book chapter/ journal/ article/ webpage/ report):

AUTHOR(S): Mar'I Muhammad Abdi, Benny Dele Butang Ananta, Laela Hikmah Nurbatra.

TEXT TITLE: Exploring the use of CHATGPT in improving students' paragraph compositions skills.

PUBLICATION DATE: 2024

PUBLICATION PLACE: Indonesia

PUBLISHER: Focus on ELT Journal.

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	/ / 2025	From -- to --		
Monday	/ / 2025	From -- to --		
Tuesday	/ / 2025	From -- to --		
Wednesday	/ / 2025	From -- to --		
Thursday	20/03/2025	From 17 to 23	35 minutes	CHATGPT may provide irrelevant suggestions and create dependency on AI.
Friday	21/03/2025	From 24 to 30	42 minutes	Instant feedback in writing styles.
Saturday	22/03/2025	From 31 to 36	25 minutes	Use CHATGPT as a supplementary tool to foster independent writing skills.

TEXT KEY VOCABULARY	Artificial Intelligence (AI), CHATGPT, writing Skills, Paragraph composition.
TEXT SUMMARY	The article explores the advantages and obstacles of utilizing ChatGPT in paragraph composition at the University of Muhammadiyah Malang. It highlights ChatGPT's capability to boost writing productivity by enhancing grammar, vocabulary, and paragraph organization while simultaneously delivering feedback. Additionally, it contributes to academic success by providing comprehensive explanations that facilitate understanding. However, the article also points out various limitations and the potential risk of students becoming entirely reliant on the tool.

WEEKLY INTENSIVE READING LOG

STUDENT NAME: Student 34

WEEK FROM (18th TO 24th March/2025)

TEXT TYPE: Article

AUTHOR(S): Sara Neves Bengui da Costa

TEXT TITLE: Evaluating the English Language Curriculum Development and Implementation in Angolan Secondary Schools

PUBLICATION DATE: December 2024

PUBLICATION PLACE: Huíla, Lubango

PUBLISHER: Revista Científica do ISCED

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	23/03/2025	From 24 to 25-	30 min	For the second RQ "How is the curriculum being implemented?" the analysis of the interview results with teachers reveal that the curriculum is implemented after subject coordinators adapt it based on their beliefs and the realities of their schools.
Monday	24/03/2025	From 26 to 27-	25 min	To answer the last RQ "What improvement (if any) is needed for the success of the curriculum?" the author states that the initial analysis of classroom observations indicated that improvements are necessary for the success of the curriculum in terms of creating a positive and encouraging atmosphere in the classroom, adapting the program according to the specific contexts of different schools as well as selecting and providing of instructional materials for the lesson.
Tuesday	18/03/2025	From 10 to 14	35 min	Curriculum evaluation identifies specific strengths and weaknesses of a curriculum and its implementation, providing critical information for strategic changes and policy decisions, as well as inputs needed for

				improved learning and teaching. It serves different purposes, which include formative, illuminative, and summative evaluations (Richards, 2001).
Wednesday	19/03/2025	From 15- to 17	20 min	Formative Evaluation is conducted to investigate both the positive and negative aspects of curriculum implementation, as well as to identify problems that need to be addressed. We also have illuminative evaluation which is carried out as part of program development to explore the functions and implementation of various aspects of the program and the last but not the least is summative evaluation that is commonly used by instructors and curriculum administrators.
Thursday	20/03/2025	From 18 to 21	30 min	The author adopts a qualitative approach, with a significant focus on both formative and summative evaluations (Richards, 2001). This qualitative emphasis allows for a deeper understanding of the curriculum's implementation and effectiveness, providing rich insights into the experiences of both educators and learners. It involves classroom observations, interviews and data analysis.
Friday	21/03/2025	From 22 to 23	25 min	This section discusses the findings obtained from the classroom observation and interviews by answering the research questions (RQ) identified in this paper. They are: What processes were used to design the curriculum?; How is the curriculum being implemented?; What improvement (if any) is needed for the success of the curriculum?.
Saturday	22/03/2025	From 24 to 25	30 min	To address the first RQ "What processes were used to design the curriculum?" The curriculum designer indicated that an investigation into the "needs of society" was conducted as part of the curriculum process to select appropriate content for students. However, this procedure was not applied to grades 10 to 12.

TEXT KEY VOCABULARY	Evaluation; Curriculum; English Subject
TEXT SUMMARY	This article evaluates the national curriculum for the English subject in Angola, focusing on curriculum processes and implementation. The study employs a qualitative methodology, emphasizing both formative and summative evaluations to assess the curriculum's effectiveness and efficiency. It aims to answer questions regarding the design processes, implementation strategies, and necessary improvements for success. Participants included six English teachers, one curriculum developer, and a textbook author, all interviewed at their workplace. Additionally, the English teachers were observed in classrooms across three secondary schools in Luanda, Angola. Analysis of the findings revealed significant insights into the curriculum's development and implementation. These results indicate a need for thorough evaluation by decision-makers and improved teaching and learning conditions in schools to ensure that the curriculum's aims and objectives are met.

Appendix U2: Samples of Students' Reading Journals from IR Assignment 1

WEEKLY INTENSIVE READING JOURNAL

STUDENT NAME: Reading Group 3

WEEK FROM (18) TO (24) (MARCH/2025)

TEXT TYPE (book/ book chapter/ journal/ article/ webpage/ report):

AUTHOR(S): Mutmainah, Hanna Sundari, Juhana.

TEXT TITLE: English Teachers' Perceptions and Practice of differentiated Instructions in Merdeka Curriculum

PUBLICATION DATE: 2023

PUBLICATION PLACE: Indonesia

PUBLISHER: Universitas Terbuka

I. PRE-READING

1.1. Content prediction	Differentiated Instructions To know how to apply differentiated Instructions The right perception of differentiated Instructions.
1.2. Reading purpose	To get familiar with this approach of differentiated Instructions To know how to find the main idea To know how to find supporting details.
1.3. Topic background knowledge	The practice of the English Language Teaching among English teachers.
1.4. Prereading questions	What's the teacher's perceptions of differentiated Instructions How can English teachers apply differentiated Instructions? How long differentiated Instructions have been implemented in Merdeka Curriculum? What are the results of implementing differentiated Instructions?

II. WHILE-READING

2.1. Text key vocabulary	Formative evaluation, Differentiated Instructions, student centred-learning, Summative evaluation, Genre-based approach.
	Diagnostic assessments - tools used to evaluate student's prior knowledge and learning needs.

2.2. Unfamiliar words and their meanings	Implementation Gap - The difference between theoretical Knowledge and actual classroom practice.
2.3. Text main arguments	Teachers generally have a good theoretical understanding of DI but face challenges in practical application. Limited resources, large class sizes, and time constraints hinder effective DI implementation. The Merdeka Curriculum encourages personalized learning, but systemic issues make it difficult to fully integrate DI. Teachers are committed to overcoming obstacles and continuously adapting their strategies.
2.4. Summary of the main arguments	Summary of the main arguments The study finds that while English teachers in Indonesia understand DI well, they struggle with practical implementation due to systemic constraints. Despite challenges like time limitations and large class sizes, they remain dedicated to personalizing instruction and improving student learning experiences.
III. POST-READING	
3.1. Prediction review	The prediction was accurate. The article discusses how teachers perceive DI, the challenges they face, and how they attempt to implement it within the Merdeka Curriculum.
3.2. Topic related readings	Strategies of applying differentiated Instructions to the students Differentiated Instruction (DI): The Merdeka Curriculum (2023): Perceptions of English Teachers Pedagogical Practices in English Language Teaching (ELT): Curriculum Reform and Teacher Professional Development
3.3. Readings disagreeing with ideas in the text	Readings disagreeing with ideas in the text Some studies argue that DI is not as difficult to implement if schools provide structured support, professional development, and adequate resources.
3.4. Text strengths and weaknesses	Text strengths and weaknesses Strengths: Provides qualitative data from teachers, making it insightful and realistic. Highlights real classroom challenges and teacher perceptions. Weaknesses: Limited sample size, which may not fully represent all Indonesian teachers. Lacks quantitative data to support qualitative findings

3.5. Text arguments contextualization

The study's findings are relevant in many global educational contexts, especially in countries where teachers face similar challenges with Differentiated Instruction due to large class sizes, limited resources, and curriculum constraints

WEEKLY INTENSIVE READING JOURNAL

STUDENT NAME: Reading Group 5

WEEK FROM (18th) TO (24th) (March/2025)

TEXT TYPE : Article

AUTHOR(S): Bhakta Raj Bhatt

TEXT TITLE: Teachers' Perceptions and Practices of ELT Pedagogy in Nepali Secondary Schools

PUBLICATION DATE: February, 2025

PUBLICATION PLACE: Dhangadhi, Nepal

PUBLISHER: Research Management Cell, Kailali Multiple Campus, Far Western University

I. PRE-READING

1.1. Content prediction

Looking in the title of this article makes think that the anticlerical has to do with how ELTs teachers deal with the princess of teaching, what are the problems that they have been facing.

The article will speak about some strategies that have to do with teaching in other to overcome some of many problems regarding the process of teaching. This is going to tell us the problems that might arise in the class with students and what to do to solve such problems in the class.

And as many of students think that English is a very difficult subject which makes them don't like it, then the article will speak about how to make people like it.

And also, it looks like it will provide us with suitable materials to use in the class to make the process of teaching and learning more effective.

1.2. Reading purpose

The purpose is to find ideas in how to become a good ELT person so that I may act accordingly to the terms of the teaching process, to know how to proceed to get goods results in teaching.

To improve my competence in teaching, to find guides that will overcome the problems that I have been facing in the classroom, on the other hand to find suitable ideas for my career to foster my dream of being one of the most protectional ELT.

The article "Teachers' Perceptions and Practices of ELT Pedagogy in Nepali Secondary Schools" explores how English

1.3. Topic background knowledge	teachers in Nepal understand and implement various teaching methods. Traditionally, the Grammar-Translation Method (GTM) dominated classrooms, but modern approaches like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) are gaining recognition. However, challenges such as large class sizes, limited resources, and inadequate teacher training hinder their effective use. The article also discusses the role of technology in ELT and the debate surrounding English as the Medium of Instruction (EMI). Overall, it highlights the gap between teachers' perceptions of modern ELT pedagogy and their actual classroom practices.
1.4. Prereading questions	Our pre-reading questions for the article "Teachers' Perceptions and Practices of ELT Pedagogy in Nepali Secondary Schools" could be: • What are the common English teaching methods used in Nepali secondary schools? • How do Nepali teachers perceive modern ELT approaches like Communicative Language Teaching (CLT)? • What challenges do teachers face while implementing ELT pedagogy in Nepal? • How do resources and teacher training influence the effectiveness of ELT in Nepali schools? • Is there a gap between teachers' perceptions and their actual teaching practices? Why or why not? • How does the use of English as a Medium of Instruction (EMI) impact students and teachers in Nepal? • What role does technology play in English language teaching in Nepal? • How can ELT methods be improved to better suit Nepali secondary school classrooms? These questions will guide your reading and help you focus on key themes in the article.
II. WHILE-READING	
2.1. Text key vocabulary	The article "Teachers' Perceptions and Practices of ELT Pedagogy in Nepali Secondary Schools" by Bhakta Raj Bhatt explores how secondary-level English language teachers in Nepal Key Vocabulary: Pedagogy, Teacher-Centred Approach, Student-Centred Approach, Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Translanguaging, Innovative Approaches, Classroom Dynamics, Methodological Shift, Classroom Observation. These terms encapsulate the core concepts discussed in the article regarding the evolving practices in English language teaching within Nepali secondary schools.

2.2. Unfamiliar words and their meanings	Here are some key vocabulary terms from the article Teachers' Perceptions towards English Language Teaching Pedagogy in Secondary Schools of Nepal: Blended Pedagogy – A mix of traditional and modern teaching methods. Translanguaging: The practice of using multiple languages in instruction to facilitate understanding Scaffolding – Providing structured support to help students learn more effectively. Classroom Dynamics – The interactions and relationships between students and teachers. Resource Constraints – Limited availability of teaching materials, technology, or training.
2.3. Text main arguments	The article argues that Nepali secondary school teachers are gradually shifting from traditional teacher-centred ELT methods to more student-centred approaches, incorporating translanguaging and eclectic strategies, but face challenges due to students' limited English proficiency.
2.4. Summary of the main arguments	The study highlights how teachers perceive and implement ELT pedagogy, showing a move toward interactive and flexible teaching methods. It emphasizes the role of translanguaging in facilitating comprehension and the challenges posed by students' low English proficiency. The article underscores the importance of continuous teacher training and interactive learning experiences to improve ELT practices in Nepal.
III. POST-READING	
3.1. Prediction review	Before reading the article "Teachers' Perceptions and Practices of ELT Pedagogy in Nepali Secondary Schools," we predicted that it would focus primarily on how teachers in Nepal are incorporating modern teaching methodologies like communicative or student-centred approaches into their classrooms. We expected the article to examine how these shifts are occurring in response to global educational trends and how teachers are overcoming challenges in this transition. The prediction also suggested that the article would provide an analysis of the different pedagogical methods employed by teachers, like task-based or collaborative learning strategies, to enhance English language proficiency. Upon completing the reading, our predictions were mostly accurate. The article indeed explored how secondary school English teachers in Nepal have shifted towards more student-centred pedagogies. It highlighted the importance of engaging students actively in the learning process rather than using traditional, teacher-centred methods. However, one aspect we did not fully anticipate was the article's focus on *translanguaging*, where teachers use both the students'

	native languages and English in their teaching, allowing for a more inclusive and effective learning experience. This addition was a pleasant surprise, as it emphasizes the complexity of language teaching in multilingual contexts. Additionally, the article discussed the relationship between teachers' beliefs about language teaching and their actual practices in the classroom, which was an insightful and unexpected dimension.
3.2. Topic related readings	Topic related readings 1 The Communicative Approach to Language Teaching"* by Christopher Candlin and Rod Ellis 2 Task-Based Language Teaching"* by David Nunan 3 "Translanguaging: Language, Bilingualism and Education"* by Ofelia García 4 Teachers' Beliefs and Classroom Practices"* by Penny Ur 5 The Educational System of Nepal: Development and Issues"* These readings are directly related to the themes discussed in the article, providing further insights into ELT methodologies, teacher perceptions, and educational contexts.
3.3. Readings disagreeing with ideas in the text	The article argues that ELT pedagogy in Nepali secondary schools has shifted towards communicative and student-centred approaches. However, this claim can be questioned. Despite policy shifts, many schools still rely on traditional teacher-centred methods due to resource limitations, large class sizes, and lack of teacher training. Additionally, while the study emphasizes translanguaging, some scholars argue it can hinder fluency in English if overused.
3.4. Text strengths and weaknesses	Strengths: • The study provides qualitative insights into ELT pedagogy through interviews and class observations. • It highlights the importance of student-centred learning and translanguaging in multilingual classrooms. • The discussion is relevant to global trends in English teaching. Weaknesses: • The sample size is small (only four teachers), making it hard to generalize findings. • The study lacks quantitative data, which could have strengthened its claims. • It assumes pedagogical shifts are occurring without fully addressing systemic barriers (e.g., curriculum constraints, teacher preparedness).
3.5. Text arguments contextualization	The article argues that ELT pedagogy in Nepal is evolving towards communicative methods, but teachers still use mixed approaches. It contextualizes this within global ELT trends, particularly student-centred learning. The study is relevant in

	the context of Nepal’s multilingual classrooms, where translanguaging plays a key role. However, it does not fully consider structural challenges such as limited resources and rigid curricula that may slow pedagogical change.
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Appendix V1: Samples of Students' Reading Logs from IR Assignment 2

WEEKLY INTENSIVE READING LOG

STUDENT NAME: Student 1

WEEK FROM : 25 to 31 March 2025

TEXT TYPE: Article AUTHOR(S): Irmã Manda Negara TEXT TITLE: A literature review: why use roleplay method in teaching speaking? PUBLICATION DATE: January, 2021 PUBLICATION PLACE: Indonesia PUBLISHER: jurnal ilmiah				
DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	/ / 2025	From -- to --		
Monday	/ / 2025	From -- to --		
Tuesday	25/03/2025	From 1 to 2	15	Pages 1 and 2 say that the article explains that the roleplay method helps improve students' speaking skills by increasing confidence, fluency, and motivation. it highlights the need for effective strategies in teaching speaking and shows that roleplay makes learning more interactive and engaging.
Wednesday	26/03/2025	From 3 to 4	15	Pages 3 and 4 highlight the importance of using roleplay as a method to enhance students' speaking skills. it shows that roleplay helps improve fluency, vocabulary, grammar, pronunciation, and confidence. teachers are encouraged to apply suitable strategies to make students more engaged and comfortable in speaking activities. roleplay also supports cooperation among learners and creates a fun learning environment. the method section explains that this study used library research to collect and analyse existing data, focusing on how

				roleplay impacts speaking skill development.
Thursday	27/03/2025	From 5 to 6	15	Pages 5 and 6 explain how teachers implement roleplay by choosing materials, creating dialogues, guiding students in practice, correcting mistakes, and having them perform in front of the class to improve speaking skills.
Friday	28/03/2025	From 7 to 8	15	Pages 7 and 8 explain the practical steps of using roleplay in teaching. teachers must set clear goals, select proper materials, and design dialogues. students work in pairs or groups to practice real-life situations. the teacher guides them through pronunciation, vocabulary, and sentence structure. roleplay activities involve switching roles, performing in front of the class, and receiving feedback. this method helps students gain confidence, improve accuracy, and actively participate in learning.
Saturday	29/03/2025	From 9 to 10	15	Pages 9 and 10 present the references used in the article, showing that the study is based on various credible sources, including previous research, books and journal articles related to language learning, speaking skills, and roleplay methods. This supports the reliability and academic value of the study.
TEXT KEY VOCABULARY	1- roleplay 2- speaking skills 3- fluency 4- pronunciation 5- confidence			
TEXT SUMMARY	The article explains that roleplay is an effective method to improve students' speaking skills. it builds confidence, fluency, and motivation. teachers should carefully plan materials, guide students in realistic dialogues, and encourage active participation. the method makes learning more engaging and helps overcome common speaking challenges. it also promotes creativity and collaboration among students. roleplay encourages students to use language in real-life contexts. This method helps reduce anxiety and boosts self-expression in speaking tasks.			

WEEKLY INTENSIVE READING LOG

STUDENT NAME: Student 33

WEEK FROM (25) TO (31) (March/2025)

TEXT TYPE: Article

AUTHOR (S): Richa Rastogi, Sufia Sultana, Sabina Alfauruque, Sabah Mohamed Abas Hamza.

TEXT TITLE: Investigating The Changing Role of Technology For EFL Teaching in Saudi Arabia Amidst Pandemic.

PUBLICATION DATE: November 16, 2024.

PUBLICATION PLACE: Journal of English Language Teaching and Applied Linguistics.

PUBLISHER: Al-Kindi Publisher.

DAY	DATE	PAGES READ	MINUTES READ	MAIN IDEAS
Sunday	25/03/2025	From 146	30	The table summarises studies on the role of technology in English language learning, highlighting its impact through synchronous and asynchronous methods. Most studies show that asynchronous learning was preferred during the pandemic due to flexibility and technology challenges.
Monday	26/03/2025	From 147	10	The Technology Acceptance Model (TAM) showed that teachers and students adapted well when tools were easy to use. The shift to online learning made teachers facilitators rather than content providers, improving learning outcomes and engagement.
Tuesday	27/03/2025	From 141	15	The article examines how technology impacted EFL teaching in Saudi Arabia during COVID-19. It highlights how

				digital tools enhanced learning despite challenges like Zoom fatigue. The study concludes that technology played a key role in ensuring educational continuity and transforming teaching methods.
Wednesday	28/03/2025	From 142	8	The main idea of this section is that the COVID-19 pandemic accelerated the integration of technology in education, particularly in Saudi Arabia. The government and universities quickly adopted online learning platforms to ensure educational continuity. Despite initial challenges, technology enhanced teaching effectiveness, learner autonomy, and creativity. The study highlights that digital tools have become essential for modern education, making learning more flexible and interactive.
Thursday	29/03/2025	From 143	5	The main idea is that technology played a crucial role in English language teaching (ELT) in Saudi Arabia during the COVID-19 pandemic. While online platforms like Zoom and Blackboard helped maintain learning, students faced challenges such as poor internet access, lack of motivation, and social isolation
Friday	30/03/2025	From 144	20	Using the technology acceptance model (TAM), the study examines how teachers' perceptions of ease of use and usefulness influenced their adoption of technology.
Saturday	31/03/2025	From 145	10	A qualitative document survey was conducted, analysing previous research to understand the challenges and benefits of online learning. The findings highlight both the advantages

				and difficulties of technology adoption in ELT, particularly in an EFL environment during pandemic.
TEXT KEY VOCABULARY	*Autonomy *Storytelling Techniques *Zoom Fatigue *Pedagogical Adaptations *Empirical Studies			
TEXT SUMMARY	The articles examine how technology transformed EFL teaching in Saudi Arabia during the COVID-19 pandemic. It highlights the shift from traditional face-to-face instruction to digital platforms, emphasising both challenges and benefits. Teachers and students faced issues like digital literacy gaps and connectivity problems, but also experienced greater accessibility and flexibility. The study concludes that the pandemic accelerated the adoption of technology in education, making it an essential tool for modern EFL instruction while stressing the need for continued integration and teacher training.			

Appendix V2: Samples of Students' Reading Journals from IR Assignment 2

WEEKLY INTENSIVE READING JOURNAL

STUDENT NAME: Student 10

WEEK FROM (25 TO 31 March/2025

TEXT TYPE (book/ book chapter/ journal/ article/ webpage/ report): Article AUTHOR(S): Bhim Lal Bhandari and Laxman Prasad Bhandari TEXT TITLE: Exploring Teachers' Perceptions of Post-Method Pedagogy in ELT PUBLICATION DATE: 2025 PUBLICATION PLACE: Tribhuvan University, Nepal PUBLISHER: International Journal of Language and Literacy Studies, Volume 7, Issue 2	
I. PRE-READING	
1.1. Content prediction	The article will likely discuss how English teachers view post-method pedagogy. It may compare traditional and flexible teaching methods, showing that teachers prefer approaches that fit their students' needs. It might also highlight some challenges in using post-method teaching in real classrooms
1.2. Reading purpose	To understand how English teachers perceive post-method pedagogy and explore its benefits, challenges, and impact on classroom teaching practices.
1.3. Topic background knowledge	Definition of post-method pedagogy in ELT, its origin, and the historical context of ELT how it has evolved through various methods over centuries
1.4. Prereading questions	- What do you understand by the term "teaching method" in the context of English Language Teaching (ELT)? - Why might a single teaching method not work for all students or classrooms? ? How might giving teachers more freedom to choose their teaching approaches impact the quality of education? - What challenges might teachers face when trying to move away from traditional, prescribed teaching methods to a more flexible, context-specific approach?

	• role do you think teachers' experiences and knowledge of their students should play in shaping how they teach?
II. WHILE-READING	
2.1. Text key vocabulary	Pedagogy, Post-method pedagogy, Autonomy, Context-sensitive, Methodology, Prescriptive, Eclectic, Learner-centred. Reflective teaching
2.2. Unfamiliar words and their meanings	Eclectic Definition: Drawing on various sources, methods, or styles to create a flexible approach, rather than adhering to a single framework. Context: Particularity Definition: Specificity or uniqueness, in this case, referring to teaching practices designed for a particular group, context, or setting. Context Prescriptive Definition: Dictating or imposing specific rules or methods, often rigidly, without flexibility for adaptation. Context
2.3. Text main arguments	Limitations of Traditional Methods Post-Method Pedagogy as a Solution Teacher Autonomy and Empowerment
2.4. Summary of the main arguments	Limitations of Traditional Methods- Traditional ELT methods (e.g., grammar-translation, audio-lingual, communicative language teaching) are prescriptive, rigid, and often fail to address diverse learner needs, particularly in multicultural and multilingual contexts Post-Method Pedagogy as a Solution - Post-method pedagogy (PMP), introduced by Kumaravadivelu in 1994, offers an alternative by rejecting the notion of a universal "best method" and promoting context-sensitive, teacher-driven teaching practices. PMP's three parameters—particularity (context-specific teaching), practicality (teacher-generated theories), and possibility (critical socio-political awareness)—empower teachers to tailor instruction to their students' unique needs and local environments Teacher Autonomy and Empowerment- PMP places teachers at the centre of ELT, granting them autonomy to make decisions based on their understanding of students' needs, interests, and cultural backgrounds, rather than following imposed methodologies. Teachers' lived experiences and reflective practices are valued as critical to developing effective, localised pedagogies, fostering confidence and motivation in their teaching
III. POST-READING	
3.1. Prediction review	The article predicts that post-method pedagogy (PMP) will likely gain increasing importance in English Language Teaching (ELT), especially in diverse and localised contexts like Nepal. It reveals:

	• Teachers view PMP positively. • They see it as promoting teacher autonomy and addressing context-specific challenges. • PMP is expected to overcome the rigidity and universalism of traditional teaching methods.
3.2. Topic related readings	The text engages with several important scholars and works: Kumaravadivelu (1994, 2001, 2006): Key theorist of PMP; defines its core principles—particularity, practicality, and possibility. Prabhu (1990): Argued that “there is no best method,” inspiring post-method thought. Studies by Gholami & Mirzaei (2013), Soomro & Almalki (2017), Paudel (2018), among others, support PMP or document its limitations in practice. Freire’s pedagogy also influences PMP by emphasising social awareness and transformation
3.3. Readings disagreeing with ideas in the text	Some educators still support traditional methods: Bell (2007) suggests that methods still provide structure and can guide novice teachers. Teachers sometimes struggle to implement PMP due to lack of training, rigid curricula, or institutional constraints (as seen in studies from Iran, Bangladesh, and Nepal itself). The article acknowledges that PMP implementation is challenging in practice, despite its theoretical appeal
3.4. Text strengths and weaknesses	Strengths: • Well-structured literature review • Strong theoretical grounding in PMP. • Empirical evidence from in-depth teacher interviews. • Contextual relevance to Nepal and similar settings. Weaknesses: • Small sample size (only 4 teachers). • Lacks the learner perspective. • Implementation challenges are discussed but not deeply analysed • Focuses mostly on qualitative opinion rather than measurable outcomes.
3.5. Text arguments contextualization	This study is situated in Nepal’s public school system, where: ELT is transitioning from traditional, method-based instruction to more dynamic and contextualized approaches. Classrooms are multilingual and often under-resourced Teachers have autonomy but limited professional development opportunities. PMP aligns well with the sociopolitical and cultural needs of local ELT but requires institutional support to thrive

WEEKLY INTENSIVE READING JOURNAL

STUDENT NAME: Student 30

WEEK FROM (25) TO (31) MARCH/2025)

TEXT TYPE: Journal article) reviewed academic article.

AUTHOR(S): Işıl Günsell Kaçar and Elif Tokdemir Demirel.

TEXT TITLE: A Case Study on Effective Interaction in the ELT Classroom with the SETT Framework.

PUBLICATION DATE: March 8 2025

PUBLICATION PLACE: Turkey

PUBLISHER: Ankara University Journal of Faculty of Educational Sciences (AUJEF).

I. PRE-READING

1.1. Content prediction

My prediction on the article, according to the title, is that it has to do with how teachers interact with students in the classroom, and the sort of strategies used in the classroom to make students perceive the content and make students take part in the lesson without hesitation.

1.2. Reading purpose

My purpose in reading this article is to find new strategies in how to deal with students in the classroom as well as out of the classroom, and not only that, but also to gain knowledge from the article regarding the process of learning and teaching.

1.3. Topic background knowledge

The topic background knowledge of the article "A Case Study on Effective Interaction in the ELT Classroom with the SETT Framework" is grounded in the growing academic interest in interaction and interactional competence in language teaching, especially in the context of English Language Teaching (ELT) are:

1. Shift from Teacher-Centred to Student-Centred Classrooms: Over the past two decades, there has been a

	significant shift in language education towards student-centred approaches, which highlight the importance of interaction in the classroom. 2. Importance of Interactional Competence: Effective classroom communication involves more than just linguistic ability—it requires an understanding of the dynamics of communicative settings, including shared background knowledge and ability.
1.4. Prereading questions	• What do we understand by "effective interaction" in the classroom? • Why might it be important to analyse teacher-student interaction in English Language Teaching? • Have you heard of the SETT (Self-Evaluation of Teacher Talk) Framework before? What do you think it might focus on?
II. WHILE-READING	
2.1. Text key vocabulary	The key text vocabulary is: 1. ELT (English Language Teaching) – The practice and study of teaching English to non-native speakers. 2. SETT Framework (Self-Evaluation of Teacher Talk) – A model developed by Walsh (2006) to evaluate teacher-student interactions based on specific modes and features. 3. Interactional Competence – The ability to effectively engage in classroom communication and manage interaction. 4. Pre-service Teachers (PSTs) – Individuals who are currently in teacher training programs but have not yet begun full-time teaching. 5. In-service Teachers (INTs) – Teachers who are actively working in classrooms. 6. Teacher Talk – The language used by teachers during classroom instruction. 7. Pedagogical Goals – Educational aims that guide teaching strategies and interaction types. 8. Interactional Features – Specific ways in which teachers interact with students, such as using extended teacher turns or clarification requests.

	9. Modes (of the SETT framework) – Categories within the SETT model: Managerial, Materials, Skills and Systems, and Classroom Context. 10. Corrective Repair – Teacher strategies to address and correct student language errors.
2.2. Unfamiliar words and their meanings	There are many unfamiliar words, but I've decided to list only some, such as: ●. Self-Evaluation of Teacher Talk (SETT) – A framework developed to analyse teacher-student classroom interaction by categorising types of teacher talk and their functions. ●. Transana – A software program used to analyse qualitative data, especially video and audio transcripts. ●. Transcriptions – Written versions of spoken language, often used in research to analyse speech. ●. Micro-analytic perspective – A detailed analysis focusing on small or specific parts of interaction, often used in conversation or discourse analysis. ●. Corrective repair – A technique used in teaching where a speaker (often the teacher) corrects a learner's mistake during communication. ●. Minimal repair – A small or subtle correction of a mistake in spoken language. ●. Transitional markers – Words or phrases that help organize speech, such as "first," "then," or "so." 1●. Content feedback – Teacher responses that focus on the content or meaning of the student's language rather than on the form. ●. IRF pattern – A classroom interaction pattern of Initiation-Response-Feedback, common in teacher-led lessons. ●. Scaffolding – Support given to students to help them learn something new, which is gradually removed as they become more competent. ●. Referential questions – Questions that require learners to provide information, typically based on their own knowledge or experience. ●. Form-focused feedback – Feedback that specifically targets the form or structure of a learner's language (grammar, pronunciation, etc.). ●. Talk-in-interaction – A term from conversation analysis referring to the organization of spoken interactions between people.

2.3. Text main arguments	The main arguments are: ● Differences Between PSTs and INTs In-service teachers (INTs) used all four classroom modes more frequently and effectively than pre-service teachers (PSTs). PSTs had more limited use of the modes and interactional strategies, showing gaps in managing interactional patterns. ● Repair Strategies and Interactional Features Effective interaction includes features like corrective repair, minimal repair, scaffolding, and feedback. Overuse of certain repair strategies, like corrective repair, can hinder learning if not used appropriately. ● Pedagogical Implications Teacher training should focus more on developing interactional competence. Reflecting on interactional strategies using frameworks like SETT can help teachers—especially pre-service ones—improve their classroom
2.4. Summary of the main arguments	The article explores how effective interaction in English Language Teaching (ELT) classrooms can be observed and analysed using the Self-Evaluation of Teacher Talk (SETT) framework. It focuses on comparing how pre-service teachers (PSTs) and in-service teachers (INTs) manage classroom interaction. Through video transcription and analysis, the study highlights that INTs employ all SETT modes more frequently and flexibly, leading to more effective interactional patterns. In contrast, PSTs tend to have limited and less varied use of interactional features. The main argument is that understanding and applying the SETT framework can significantly enhance interactional competence in ELT classrooms, especially by helping teachers reflect on and improve their communication strategies.
III. POST-READING	
3.1. Prediction review	The article investigates how classroom interaction occurs in English Language Teaching (ELT) using the Self-Evaluation of Teacher Talk (SETT) Framework, focusing on a comparative study between pre-service teachers (PSTs)

	and in-service teachers (INTs) in Turkey. The prediction is that differences in experience levels influence how teachers use different modes of communication and interaction in class. INTs (experienced teachers) are expected to use a broader variety of interactional.
3.2. Topic related readings	Işıl Günsell Kaçar agrees with Walsh (2006) when he emphasizes that extended teacher turns can dominate the classroom if not balanced, limiting student participation. The choice of interactional features impacts how much learners engage and how classroom builds a strong theoretical foundation for how teacher talk, interactional competence, and the SETT framework relate to effective classroom communication, especially in L2 (second language).
3.3. Readings disagreeing with ideas in the text	Bias in Comparison Between PSTs and INTs The study compares pre-service teachers (PSTs) and in-service teachers (INTs), concluding that INTs used all classroom modes more effectively. You could challenge this by pointing out the limited sample size and context (only one private high school in Turkey). The fact that PSTs naturally lack classroom experience, which skews the comparison. That differences might be due more to institutional constraints than to teachers' interactional competence. You could critique this by drawing on research (e.g., Truscott, 1999) that questions the long-term effectiveness of such corrections in improving students' language accuracy. Alternative view: Too much corrective interaction might reduce learners' confidence and willingness to participate.⁴ The article is teacher-centred, analysing classroom interaction primarily from the teacher's side. You could argue that this misses an important part of the equation: students' perceptions of interaction and how they interpret or benefit from different modes of teacher.
3.4. Text strengths and weaknesses	Strengths: 1. Clear Research Focus: The article clearly defines its goal: to examine classroom interaction using the SETT Framework and compare how pre-service teachers (PSTs) and in-service teachers (INTs) manage interaction. This focus ensures relevance to ELT professionals and researchers. 2. Use of an Established Framework: The SETT Framework (Self-Evaluation of Teacher Talk by Walsh, 2006) is widely accepted and offers a solid theoretical

	foundation, lending credibility to the study.3. Detailed Methodology: The methodology section in the abstract explains the amount of data analysed, transcription details, and analytic tools used (e.g., Transana 2.10, frequency coding), which enhances transparency.4. Pedagogical Relevance: The text links theory to classroom practice effectively, emphasizing how teachers' language choices impact interaction and learning.5. Effective Use of Table: Table 1 neatly summarizes the four SETT modes, their pedagogical goals, and associated interactional features, making the framework accessible to readers. Weaknesses:1. Dense Academic Language: The writing, especially in the Introduction, is heavy with jargon and complex structures, which may reduce accessibility for less-experienced readers or practitioners.2. Limited Contextualization of Findings in Abstract: While the abstract gives a lot of methodological detail, it only briefly touches on what was actually discovered. More insight into the findings would improve clarity.3. Repetition: Some ideas (like the importance of interaction in language learning) are repeated multiple times, slightly affecting the conciseness and flow.4. Citation Overload in Some Sentences: For example, one sentence includes three citations in a row (Bruner, 1990; Vygotsky, 1998; Bruner, 1983), which can overwhelm readers and disrupt the narrative.5. Lack of Examples: While interactional features like "corrective repair" are mentioned, real classroom examples or teacher talk excerpts could make the discussion more concrete.
3.5. Text arguments contextualization	Teachers are central to managing interaction and promoting learner engagement through talk. Context: The teacher's role has evolved from knowledge provider to facilitator of learning. In interaction-focused pedagogy, the teacher's language use directly impacts student participation and language.

Appendix W: List of Articles Read in IR Assignments 1 and 2

Assignment 1 (6 groups: 1 article for each one = 6 articles)

GROUP 1 article

Umar, U.(2021). The Important roles of teachers in English language teaching. *Journal of English Language and Literature*, 5(2),69-80.doi: 10.37110/jell.V6. il.117. <https://scholar.google.com.br/>

GROUP 2 article

Abdi, M. M., Ananta, B. D. B., & Nurbatra, L. H. (2024). Exploring the use of ChatGPT in improving students' paragraph composition skills. *Focus on ELT Journal*, 6(4), 17-36. <https://doi.org/10.14744/felt.6.4.2>

GROUP 3 article

Mutmainah at al. (2023). English teachers' perceptions and practice of differentiated instructions in Merdeka Curriculum. *Linguistic, English Education and Art (LEEA) Journal*, 7(1), 151-171. <https://doi.org/10.31539/leea.v7i1.8261>

GROUP 4 article

Catalbaş, G. (2024). The investigation of English language teachers' use of literature and innovative technologies in the classroom according to various variables. Ankara, Turkey: *Focus on ELT Journal*.

GROUP 5 article

Bhatt, B. R. (2025, February). Teachers' perceptions and practices of ELT pedagogy in Nepali secondary schools. *Nepal: Research Management Cell*. [https:// www.researchgate.net](https://www.researchgate.net)

Group 6 article

Costa, S. N. B da. (2021). Evaluating the English language curriculum development and implementation in Angolan secondary school. *Revista Científica do ISCED-Huila*, 2(2), 10-28. <https://www.researchgate.net/publication/386377979>

Assignment 2 (36 students: 1 article for each one = 36 articles)

Student 1 article

Negara, I. M. (2021). Literature review: Why use roleplay method in teaching speaking? *Journal Ilmiah, STBA V.7.No.1,1-10*. <https://scholar.google.com.br/>

Student 2 article

Ruiz-Ortega, R. (2020). The implementation of ICTs in the English language classroom in a Latin American university. *Revista Lengua y Cultura*, 2(3), 67-79. <https://repository.uaeh.edu.mx/revistas/index.php/lc/issue/archive>

Student 3 article

Ai, J., Pan, Y., & Zhong, W. (2021). The role of motivation in second language acquisition: A review. In *Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021)*(pp. 623–627). Atlantis Press. <https://doi.org/10.2991/assehr.k.211120.115>

Student 4 article

Poudel, A. P. (2022). Information and communication technology in English Language Teaching: Some opportunities and challenges. *Journal of Comparative & International Higher Education*, 14(4), 103–116. <https://doi.org/10.32674/jcihe.v14i4.3874>

Student 5 article

Ladd, D. R., Roberts, S. G., & Dediu, D. (2015). Correlational studies in typological and historical linguistics. *Annual Review of Linguistics*, 1, 221–241. <https://doi.org/10.1146/annurev-linguist-030514-124819>

Student 6 article

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3(1), 1-10. <https://doaj.org/article/af73f992ed85483ebff8b618bff060dc>

Student 7 article

Saini, N. & Mir, S. A. (2023). Social media: Usage and the impact on education. *Journal of Namibian Studies*, 33(S3), 4670-4689. <https://doi.org/10.59670/jns.v33i.4041>

Student 8 article

Kubota, R. (2021). Critical antiracist pedagogy in ELT. *ELT Journal*, 75(3), 237-246. <https://doi.org/10.1093/elt/ccab015>

Student 9 article

Yuliani, S., Kaur, N., & Singh, A. K. J. (2023). M-Learning in ELT: Avenues and challenges that confront teaching and learning at higher education. *International Journal of Language Education*, 7(3), 377-392. <https://doi.org/10.26858/ijole.v7i3.18983>

Student 10 article

Bhandari, B. L., & Bhandari, L. P. (2025). Exploring teachers' perceptions of post-method pedagogy in ELT. *International Journal of Language and Literary Studies*, 7(2), 203-216. <https://doi.org/10.36892/ijlls.v7i2.2030>

Student 11 article

Singer, N. (2023). Bridging cultural gaps through mass communication: The role of digital media in transforming English language teaching and cognitive development. *Arab world English Journal*.

Student 12 article

Mercer, S., N. Hockly, G. Stobart and N. L. Galés. (2019). Global skills: Creating empowered 21st century learners. *Oxford University Press ELT*.

Student 13 article

Seilova, Z. (2024). Effective strategies for teaching English as a second language: A methodological overview. <https://doi.org/10.63034/eslc.79>

Student14 article

Gigil, P. (2018). Modern era of English language teaching: Trends, tools & challenges. *International Journal of Creative Research Thoughts*, 6(1), 358-361. <https://www.ijcrt.org/papers/IJCRTDRBC050>

Student 15 article

Başar, T. and Şahin, L. (2022). Technology integration in teaching English as a foreign language: A content analysis study. *Journal Of Educational Technology & Online Learning*, 5(1), 204-222. <https://doi.org/10.3168/jetol.972577>

Student 16 article

Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching English vocabulary to young learners with wordwall application: An experimental study. *Journal of Educational Study*, 2(2), 187–196. <https://doi.org/10.36663/joes.v2i2.351>

Student 17 article

Montrul, S. (2023). Heritage languages: Language acquired, language lost, language regained. *Annual Review of Linguistics*, 9, 161–181. <https://www.annualreviews.org/content/journals/10.1146/annurev-linguistics-030521-050236>

Student 18 article

Tilfarhoglu, F. Y. and Ozturk, R. A. (2007). An analysis of ELT teachers' perceptions of some problems concerning the implementation of English language curricula in elementary schools. *Journal of Language and Linguistic Studies*, 3(1). 202-217. <https://www.jlls.org/index.php/jlls/article/view/47/47?utm.com>

Student 19 article

Han, J. (2023). On approaches to English grammar teaching and its current situation. *OALib*, 10(12), 1–12. <https://doi.org/10.4236/oalib.1111059>

Student 20 article

Firmancyah, M.A., & toyyibah, T. (2025). Integrating short stories in English classes for Indonesian students. A critical review. Kedri.indonesia.institut agama inslam Negeri kedri.

Student 21 article

Reddy, C. R., & Udaya, M. (2023). A critical review of vocabulary, corpus and language teaching: A machine-generated literature overview. Hyderabad, India: *International Journal of English and Literature (IJEL)*. <https://www.researchgate.net>

Student 22 article

Marlina, R. (2024). Current 'shifts' in English language teaching. Bangkok, Thailand: *LEARN Journal*.

Student 23 article

Domede, A. B., & Ammanamanchi, S. L. (2024). Exploring informal spaces for language teaching. Chennai, India: *Journal of English Language Teaching, ELTAI*.

Student 24 article

Hafner, C. A. (2020). Digital multimodal composing: How to address multimodal communication forms in English language teaching. Seoul, South Korea: *English Teaching*, 75(3), 133–146. <https://doi.org/10.15858/engtea.75.3.202009.133>

Student 25 article

Zahra, w. (2025). Critical pedagogy in ELT practices for teachers' professional development. *Global expert: journal Bahasa dan sastra*, 12(2) , 48-51 . <https://www.researchgate.net>

Student 26 article

Al-Nofaie, H. (2023). A road map to English language teaching in the post-pandemic era: An adaptation of pedagogical authority approach. *ELT Journal*, 14, 213-231. <https://doi.org/10.4236/ce.2023.142015>

Student 27 article

Vaishnav, Pankaj B. (2024). Current trends and future prospects in English language teaching (ELT). *Asian Journal of Education and Social Studies*, London, v. 50, n. 1-10. <https://doi.org/10.4236/ce.2023.142015>

Student 28 article

Zahra, w. (2025). Critical pedagogy in ELT practices for teachers' professional development. *Global expert: journal Bahasa dan sastra*, 12(2) , 48-51 . <https://www.researchgate.net>

Student 29 article

Jamalova, M. I. (2024). Integrating modern technology in English language teaching: Innovations and outcomes in school education. *Eurasian Science Review: An International Peer-Reviewed Multidisciplinary Journal*. <https://doi.org/10.63034/esr-48>

Student 30 article

Kaçar, I. & Demirel, E (2025). A case study on effective interaction in the ELT classroom with the SETT framework. *Journal: Educational Academic Research* 92-101. <https://www.researchgate.net>

Student 31 article

Fazlic, A. and Marc, E. (2020). Professional competencies of foreign language teachers in elementary and secondary schools. In *professional Competences for Teaching in the 21st Century*. (pp.319-330). European Proceedings. <https://doi.org/10.24833/2687-0126-2022-4-4.42.52>

Student 32 article

Thi, T. T. and Nguyen, H. T. T. (2021). The effects of classroom management styles on student's motivation and academic achievement in learning English. *International Journal of Learning, Teaching and educational Research*, 20(1), 223-239. <https://doi.org/10.26803/ijlter.20.1.12>

Student 33 article

Rastogi, R., Sultana, S., AlFaruque, S., and Hamza, S. M. A. (2024). Investigating the changing role of technology for EFL teaching in Saudi Arabia amidst pandemic. *Journal of English Language Teaching and Applied Linguistics*, 6(4), 141-151. <https://doi.org/10.3299/jeltal.2024.6.4.15>

Student 34 article

Singer, N. (2025). Bridging cultural gaps through mass communication: The role of digital media in transforming English language teaching and cognitive development. *Arab World English journal*. <https://dx.doi.org/10.24093 /awje/vo116no1.2>

Student 35 article

Anis, M. and Khan, R. (2023). Integrating multimodal approaches in English language teaching for inclusive education: A pedagogical exploration. *Universal Journal of Education Research*, 2 (3), 241-257.

Student 36 article

Butler, Y. G. (2019). Teaching vocabulary to young second-or-foreign-language learners: What can we learn from the research? *Language teaching for young Learners*, 1(1), 4-33. <https://doi.org/10.1075/ltyl.00003>.

Appendix X: Table 8- The Number of ER and IR Read Materials and Reading Tools

Student	ER Materials and Tools			IR Materials and Tools			Individual Total of ER and IR Materials and Tools		
	Books	RL	RJ	Articles	RL	RJ	Books and Articles	RL	RJ
Student 1	3	3	3	2	2	2	5	5	5
Student 2	3	3	3	2	2	2	5	5	5
Student 3	3	3	3	2	2	2	5	5	5
Student 4	3	3	3	2	2	2	5	5	5
Student 5	3	3	3	2	2	2	5	5	5
Student 6	3	3	3	2	2	2	5	5	5
Student 7	3	3	3	2	2	2	5	5	5
Student 8	3	3	3	2	2	2	5	5	5
Student 9	3	3	3	2	2	2	5	5	5
Student 10	3	3	3	2	2	2	5	5	5
Student 11	3	3	3	2	2	2	5	5	5
Student 12	3	3	3	2	2	2	5	5	5
Student 13	3	3	3	2	2	2	5	5	5
Student 14	3	3	3	2	2	2	5	5	5
Student 15	3	3	3	2	2	2	5	5	5
Student 16	3	3	3	2	2	2	5	5	5
Student 17	3	3	3	2	2	2	5	5	5
Student 18	3	3	3	2	2	2	5	5	5
Student 19	3	3	3	2	2	2	5	5	5
Student 20	3	3	3	2	2	2	5	5	5
Student 21	3	3	3	2	2	2	5	5	5
Student 22	3	3	3	2	2	2	5	5	5
Student 23	3	3	3	2	2	2	5	5	5
Student 24	3	3	3	2	2	2	5	5	5
Student 25	3	3	3	2	2	2	5	5	5
Student 26	3	3	3	2	2	2	5	5	5
Student 27	3	3	3	2	2	2	5	5	5
Student 28	3	3	3	2	2	2	5	5	5
Student 29	3	3	3	2	2	2	5	5	5
Student 30	3	3	3	2	2	2	5	5	5
Student 31	3	3	3	2	2	2	5	5	5
Student 32	3	3	3	2	2	2	5	5	5
Student 33	3	3	3	2	2	2	5	5	5

Student 34	3	3	3	2	2	2	5	5	5
Student 35	3	3	3	2	2	2	5	5	5
Student 36	3	3	3	2	2	2	5	5	5
Total	108	108	108	72	72	72	180	180	180

Legend: **ER** – Extensive Reading; **IR**- Intensive Reading; **RL**- Reading Log; **RJ**- Reading Journal

Appendix Y: Reading Skills Syllabus in Use



REPÚBLICA DE ANGOLA
MINISTÉRIO DO ENSINO SUPERIOR, CIÊNCIA, TECNOLOGIA E INOVAÇÃO
INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO DE BENGUELA
Departamento de Ensino de Letras Modernas
Telefone 995639877 – E-mail: iscedgd@gmail.com
Rua Silva PortoCaixa Postal 643 – Benguela, Angola



(Adoptada a estrutura constante no Art.41.º do Decreto Presidencial n.º 193/18, de 10 de Agosto, Normas Curriculares Gerais de Graduação, em anexo a este programa)

PROGRAMA DE TÉCNICAS DE LEITURA (Syllabus in Use)

Unidade Curricular: Técnicas de Leitura

Ano Lectivo: 2024-2025

Regime da Unidade Curricular: Anual

Carga horária total: 150

Unidades de crédito:10

Docente: António Lolino

Contactos: +244 923702748/ +244 951358312

WhatsApp: +244 923702748

E-mail: antoniololino@hotmail.com

**LICENCIATURA EM CIÊNCIAS DA EDUCAÇÃO / ESPECIALIDADE EM
ENSINO DA LÍNGUA INGLESA**

ISCED-BENGUELA, SETEMBRO 2024

(Adoptada a estrutura constante no Art.41.º do Decreto Presidencial n.º 193/18, de 10 de Agosto, Normas Curriculares Gerais de Graduação, em anexo a este programa)

READING SKILLS SYLLABUS

COURSE	YEAR
READING SKILLS	II
INTRODUCTION	
Academic Reading is an area of education essential to aiding other areas of knowledge and learning. Interacting with reading skills is a cumulative process that begins at an early age and continues throughout both Secondary and Higher Education. In these educational levels, particularly in Higher Education, much of the learning happens through reading academic texts such as journal articles, textbooks, research papers, and essays. These texts are often characterized by their dense language, formal structure, and specialized vocabulary. The ability to read academically involves not only the ability to decode words but also the development of higher-order skills such as critical thinking, analysis, synthesis, and evaluation of texts, which are vital skills required for students to engage deeply with complex texts, understanding not only the surface meanings but also the implicit ideas, arguments, and perspectives that are often embedded in academic writing. Therefore, for English Language Teaching (ELT) students at ISCED, mastering these skills is an essential component for their engagement and success in academic and scientific assignments, as well as fostering professional growth in their future careers as teachers of English. All in all, the teaching of Academic Reading constitutes a teacher education component of significant value since other areas of learning derive from the ability to read effectively.	
AIMS AND OBJECTIVES	
Focusing on the reading abilities to be developed in ELT students, the course of Técnicas de Leitura (Reading Skills or Academic Reading) is expected to: 1. Improve students' skills to read effectively in a variety of situations for a range of purposes. 2. Equip students with strategies to understand and interpret academic texts. 3. Encourage students to critically evaluate the content they read, identifying arguments, assumptions, and biases. 4. Expand students' academic vocabulary and their understanding of subject-specific terminology. 5. Build students' confidence and autonomy in navigating complex academic materials.	

6. Expose students to texts from various academic fields to familiarize them with different reading styles and methodologies.
7. Develop good reading habits to support growth in their professional career as teachers.

NUMBER OF ESTIMATED TIME OF COMPLETION (ETC), AND ITS DISTRIBUTION INTO THEORETICAL, PRACTICAL, AND THEORETICAL AND PRACTICAL HOURS

NUMBER OF ETC	Contact Hours					Independent Work (IW)	Tutorial Hours (TH)	Assessment (A)
	Total hours (TH)	Weekly Hours (WH)	Theoretical (T)	Theoretical and practical (TP)	Practical (P)			
10	150	5	86	40	24	0	0	0

TOPIC PLANNING					
Unit	Topic	Theoretical	Practical	Theoretical and Practical	Total
0.	Introduction	6 hours			6 hours
1.	Vocabulary	20 hours	6 hours	10 hours	36hours
2.	Comprehension	20 hours	6 hours	10 hours	36hours
3.	Interpretation and Evaluation	20 hours	6 hours	10 hours	36hours
4.	Basic study skills	20 hours	6 hours	10 hours	36hours
TOTAL		86	24	40	150

EXPECTED LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND ATTITUDES) BY TOPIC

TOPIC 0. INTRODUCTION

EXPECTED LEARNING OUTCOMES:

By the end of the topic, the students should be able to:

1. Define reading as a process and as a skill.
2. Get familiar with the different reading strategies and reading skills.
3. Differentiate extensive reading from intensive reading.
4. Be familiar with the steps to skim reading and scan reading.

CONTENTS:

- 0.1. Reading as a process
- 0.2. Reading Strategies and Skills
- 0.3. Extensive and intensive reading

04. Skimming and scanning
TOPIC 1. VOCABULARY
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should be able to: 1. Develop lexical precision and go beyond recognizing and understanding vocabulary in sources of information. 2. Guess the meanings of words from the text context. 3. Expand knowledge of words through their affixes. 4. Differentiate the literal meaning of a word from its intended meaning. 5. Make an appropriate use of a dictionary.
CONTENTS:
1.1. Building a Strong Vocabulary 1.1.1. How to find out what words mean 1.1.2. Context clues to word meanings 1.1.3. Word part clues to meaning 1.1.4. Denotation and connotation 1.1.5. Shades of meaning 1.2. Using a Dictionary 1.2.1. The main entry 1.2.2. The pronunciation key 1.2.3. The parts of speech 1.2.4. Special forms and special spellings 1.2.5. The meanings of the word 1.2.6. The history of the word
TOPIC 2. COMPREHENSION
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should be able to: 1. Apply different reading strategies during their reading practices. 2. Interpret different visuals they come across with in reading materials.

3. Identify the key ideas in sentences and the main ideas in paragraphs.
4. Identify different types of paragraphs and their functions;

CONTENTS:

- 2.1. Reading Aids
 - 2.1.1. Pre-Reading
 - 2.1.2. Skimming and scanning
 - 2.1.3. Previewing a selection
 - 2.1.4. Previewing the parts of a book
- 2.2. Visual aids
 - 2.2.1. Photographs
 - 2.2.2. Diagrams
 - 2.2.3. Word charts
 - 2.2.4. Statistical tables
 - 2.2.5. Graphs
- 2.3. Reading for the Main Idea
 - 2.3.1. Key ideas in sentences
 - 2.3.2. Topics and main ideas in paragraphs
- 2.4. Reading for Information
 - 2.4.1. Fact-finding
 - 2.4.2. Major details, minor details
 - 2.4.3. Recognizing paragraph patterns
 - 2.4.4. Ordering ideas
 - 2.4.5. Listing of details
 - 2.4.6. Classification
 - 2.4.7. Comparison and contrast
 - 2.4.8. Cause and effect

TOPIC 3. INTERPRETATION AND EVALUATION

EXPECTED LEARNING OUTCOMES:

By the end of the topic, the students should be able to:

1. Develop the ability to make inferences, understand figurative language, draw conclusions and predict results from reading selections.
2. Evaluate the nature of ideas in reading materials.
3. Get familiar with the techniques writers use in composing texts.
4. Distinguish the general information from the specific one.

CONTENTS:
3.1. Making Inference 3.2. Understanding Figurative Language 3.3. Drawing Conclusions and Predicting Outcomes 3.4. Generalizing 3.5. Evaluating Ideas 3.5.1. Fact and opinion 3.5.2. Evidence 3.5.3. The reader's opinion 3.5.4. The writer's technique
TOPIC 4. BASIC STUDY SKILLS
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should be able to: 1. Extract relevant information from different sources of information using appropriate strategies. 2. Synthesize information from the readings they do. 3. Make use of successful strategies to cope with exams.
CONTENTS:
4.1. Underlining and taking notes 4.3. Outlining and summarizing 4.5. Understanding exam questions 4.5.1. Preparing for examinations 4.5.2. Short-answer questions 4.5.3. Essay questions
TEACHING METHODOLOGY
As reading lessons can be dull if reading is seen as a passive activity, a variety of problem-solving tasks are used to motivate students to think about reading, and there is a need to include a range of information and opinion-sharing activities in the belief that these will both motivate and help students to become better thinkers and readers by having to justify their responses to others. During the Reading Skills classes, students are encouraged to apply what they learn not only in their course readings but also in different materials they come across on daily basis to enrich their vocabulary. Thus, a variety of teaching and learning modes are employed during the course: lectures, presentations, guided reading, and materials preparation.

COURSE DURATION AND ASSESSMENT

Students will have 5 academic hours of classes per week, for approximately 30 weeks a year. As units vary in length, the teaching should aim to complete each unit in 36 hours monthly except the first unit which will take a short time, i.e. 6 hours, for being an introduction to the subject. There will be time allocated for students' presentations, assignments writing, weekly readings, and feedback on their works.

Regarding assessment, students are expected to have four (4) summative tests which will be added to the final examination for an average mark. The summative tests will take 100 minutes, except the obligatory final examination which will take 120 minutes. Assiduity and active participation in Reading Skills classes have an impact on students' results which will be determined in the following percentages:

- 60% for the formative assessment, i.e. the final examination including daily assignments, assiduity and active participation in classes.
- 40% for the summative assessment, i.e. the result of four tests students are expected to do before the exam.

BIBLIOGRAPHY

The following are the books we will use in this course. But the teacher, will, certainly, provide trainees with the specific resources for each unit.

I. Main bibliography

Glendinning, E. H. and B. Holmstrom. (1992). *Study Reading: A course in reading Skills for academic purposes*. Cambridge: Cambridge University Press.

Grellet, F. (1981). *Developing Reading Skills*. Cambridge: Cambridge University Press.

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Wallace, M. J. (1980). *Study Skills in English*. Cambridge: Cambridge University Press.

Appendix Z: New Reading Skills Syllabus



REPÚBLICA DE ANGOLA
MINISTÉRIO DO ENSINO SUPERIOR, CIÊNCIA, TECNOLOGIA E INOVAÇÃO
INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO DE BENGUELA
Departamento de Ensino de Letras Modernas
Telefone 995639877 – E-mail: iscedgd@gmail.com
Rua Silva PortoCaixa Postal 643 – Benguela, Angola



(Adoptada a estrutura constante no Art.41.º do Decreto Presidencial n.º 193/18, de 10 de Agosto, Normas Curriculares Gerais de Graduação, em anexo a este programa)

PROGRAMA DE TÉCNICAS DE LEITURA (New Syllabus)

Unidade Curricular: Técnicas de Leitura

Ano Lectivo: 2025-2026

Tipo/ Regime da Unidade Curricular: Anual

Carga horária total: 150

Unidades de crédito:10

Docente: António Lolino

Contactos: +244 923702748/ +244 951358312

WhatsApp: +244 923702748

E-mail: antoniololino@hotmail.com

**LICENCIATURA EM CIÊNCIAS DA EDUCAÇÃO / ESPECIALIDADE EM
ENSINO DA LÍNGUA INGLESA**

ISCED-BENGUELLA, MARÇO DE 2025

(Adoptada a estrutura constante no Art.41.º do Decreto Presidencial n.º 193/18, de 10 de Agosto, Normas Curriculares Gerais de Graduação, em anexo a este programa)

COURSE	YEAR
READING SKILLS	II
INTRODUCTION	
Reading Skills is an area of education essential to aiding other areas of knowledge and learning. Interacting with reading skills is a cumulative process that begins at an early age and continues throughout both Secondary and Higher Education. In these educational levels, particularly in Higher Education, much of the learning happens through reading academic texts such as journal articles, textbooks, research papers, and essays. These texts are often characterized by their dense language, formal structure, and specialized vocabulary. The ability to read academically involves not only the ability to decode words but also the development of higher-order skills such as critical thinking, analysis, synthesis, and evaluation of texts, which are vital skills required for students to engage deeply with complex texts, understanding not only the surface meanings but also the implicit ideas, arguments, and perspectives that are often embedded in academic writing. Therefore, for English Language Teaching (ELT) students at ISCED, mastering these skills is an essential component for their engagement and success in academic and scientific assignments, as well as fostering professional growth in their future careers as teachers of English. All in all, the teaching of Academic Reading constitutes a teacher education component of significant value since other areas of learning derive from the ability to read effectively	
AIMS AND OBJECTIVES	
Focusing on the reading abilities to develop in ELT students, the course of Técnicas de Leitura (Reading Skills) is expected to: 8. Improve students' skills to read effectively in a variety of situations for a range of purposes. 9. Equip students with strategies to understand and interpret academic texts.	

10. Encourage students to critically evaluate the content they read, identifying arguments, assumptions, and biases.
11. Expand students' academic vocabulary and their understanding of subject-specific terminology.
12. Build students' confidence and autonomy in navigating complex academic materials.
13. Expose students to texts from various academic fields to familiarize them with different reading styles and methodologies.
14. Develop good reading habits to support growth in their professional career as teachers.

NUMBER OF ESTIMATED TIME OF COMPLETION (ETC), AND ITS DISTRIBUTION INTO THEORETICAL, PRACTICAL, AND THEORETICAL AND PRACTICAL HOURS								
ETCS	Contact Hours					IW	TuH	A
	TH	WH	T	TP	P			
10	150	5	35	40	45	10	10	10

ETCS- European Teaching Credit System; TH- Total Hours; WH- Weekly Hours; T- Theoretical TP- Theoretical and Practical; P- Practical; IW- Independent Work; TuH- Tutorial Hours; A- Assessment.

TOPIC PLANNING						
PARTS	UNITS	TOPICS	HOURS			
			T	P	TP	TOTAL
PART ONE: INTENSIVE READING	1	Introduction to Reading	5			5
	2	Vocabulary	10	5	5	20
	3	Comprehension	10	5	5	20
	4	Interpretation and Evaluation	15	5	5	25
PART TWO: EXTENSIVE READING	5	Reading Workshops on Story Books		10	10	20
	6	Reading Workshops on Biography/Autobiography Books		10	10	20
	7	Reading Workshops on Novel Books		10	10	20
	8	Reading Workshops on Self-help Books		10	10	20
COURSE TOTAL HOURS			40	55	55	150

Legend: T-Theoretical; P- Practical; TP- Theoretical and Practical

PART ONE: INTENSIVE READING

EXPECTED LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND ATTITUDES) BY TOPIC	
UNIT 1: INTRODUCTION TO READING	
EXPECTED LEARNING OUTCOMES:	
By the end of the topic, the students should be able to: 5. Define reading as a process and as a skill 6. Get familiar with the different reading strategies and reading skills 7. Differentiate extensive reading from intensive reading 8. Be familiar with steps to skim reading and scan reading	
CONTENTS:	
1.1. Reading as a process 1.2. Reading Strategies and Skills 1.3. Extensive and intensive reading 1.4. Skimming and scanning	
UNIT 2: VOCABULARY	
EXPECTED LEARNING OUTCOMES:	
By the end of the topic, the students should be able to: 6. Develop lexical precision and go beyond recognizing and understanding vocabulary in sources of information. 7. Guess the meanings of words from the text context. 8. Expand knowledge of words through their affixes. 9. Differentiate the literal meaning of a word from its intended meaning. 10. Make an appropriate use of a dictionary.	
CONTENTS:	
1.3. Building a Strong Vocabulary 1.3.1. How to find out what words mean 1.3.2. Context clues to word meanings 1.3.3. Word part clues to meaning	

1.3.4. Denotation and connotation
1.3.5. Shades of meaning
1.4. Using a Dictionary
1.4.1. The main entry
1.4.2. The pronunciation key
1.4.3. The parts of speech
1.4.4. Special forms and special spellings
1.4.5. The meanings of the word
1.4.6. The history of the word
UNIT 3: COMPREHENSION
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should be able to:
5. Apply different reading strategies during their reading practices.
6. Interpret different visuals they come across with in reading materials.
7. Identify the key ideas in sentences and the main ideas in paragraphs.
8. Identify different types of paragraphs and their functions.
CONTENTS:
2.1. Reading Aids
2.1.1. Pre-Reading
2.1.2. Skimming and scanning
2.1.3. Previewing a selection
2.1.4. Previewing the parts of a book
2.2. Visual aids
2.2.1. Photographs
2.2.2. Diagrams
2.2.3. Word charts
2.2.4. Statistical tables
2.2.5. Graphs
2.3. Reading for the Main Idea

2.3.1. Key ideas in sentences 2.3.2. Topics and main ideas in paragraphs 2.4. Reading for Information 2.4.1. Fact-finding 2.4.2. Major details, minor details 2.4.3. Recognizing paragraph patterns 2.4.4. Ordering ideas 2.4.5. Listing of details 2.4.6. Classification 2.4.7. Comparison and contrast 2.4.8. Cause and effect
UNIT 4: INTERPRETATION AND EVALUATION
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should be able to: 5. Develop the ability to make inferences, understand figurative language, draw conclusions and predict results from reading selections. 6. Evaluate the nature of ideas in reading materials. 7. Get familiar with the techniques writers use in composing texts. 8. Distinguish the general information from the specific one.
CONTENTS:
3.1. Making Inference 3.2. Understanding Figurative Language 3.3. Drawing Conclusions and Predicting Outcomes 3.4. Generalizing 3.5. Evaluating Ideas 3.5.1. Fact and opinion 3.5.2. Evidence 3.5.3. The reader's opinion 3.5.4. The writer's technique

PART TWO: EXTENSIVE READING

EXPECTED LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND ATTITUDES) BY TOPIC
UNIT 5: READING WORKSHOPS ON STORYBOOKS
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should have: 1. Improved communication skills 2. Increased vocabulary and comprehension of figurative language 3. Culture of empathy and emotional intelligence 4. Greater understanding of the world from imagination
CONTENTS:
• Varied students' self-selected storybooks
UNIT 6: READING WORKSHOPS ON BIOGRAPHY/AUTOBIOGRAPHY BOOKS
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should have: 1. Engaged in self-discovery from biography contents 2. Self-motivation to model on other people 3. Raised awareness about recursive historical facts 4. Seen the world in new perspectives 5. Indirect mentorship from various subjects in books read
CONTENTS:
• Varied students' self-selected biography/autobiography books
UNIT 7: READING WORKSHOPS ON NOVEL BOOKS
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should have: 1. Developed critical thinking and social-cognitive abilities 2. Enhanced vocabulary and comprehension 3. Increased socio-cultural awareness and empathy

4. Improved problem-solving skills
CONTENTS:
Varied students self-selected novel books
UNIT 8: READING WORKSHOPS ON SELF-HELP BOOKS
EXPECTED LEARNING OUTCOMES:
By the end of the topic, the students should have: - Been motivated and inspired in several matters - Improved self-belief, focus, understanding of oneself, and mindset - Increased awareness about different life skills - Improved vision about the world and personal growth - Developed practical strategies for problem-solving situations
CONTENTS:
Varied students' self-selected self-help books
TEACHING METHODOLOGY
As reading lessons can be dull if reading is seen as a passive activity, a variety of problem-solving tasks are used to motivate students to think about reading, and there is a need to include a range of information and opinion-sharing activities in the belief that these will both motivate and help students to become better readers and thinkers by having to justify their responses to others. During the Reading Skills lessons and workshops, students are encouraged to apply what they learn not only in their course readings but also in different extensive materials, as well as artificial intelligence (AI) tools applicable to reading assignments. The AI tools are expected to develop students' reading literacy, which includes searching reading materials, improving language aspects and skills, and overall comprehension. Thus, a variety of teaching and learning modes are employed during the course: lectures, guided reading, independent reading assignments, classroom presentations, and materials preparation, including reading logs and journals.
COURSE DURATION AND ASSESSMENT
Students will have 5 academic hours of classes per week, for approximately 30 weeks a year. As units vary in length, the teaching should aim to complete each unit in

20 to 25 hours, except the first unit which will take a short time, i.e. 5 hours, for being an introduction to the subject. There will be time allocated for students' presentations, fortnightly and monthly reading assignments, reading tools completion, and feedback on their work.

Regarding the assessment, students are expected to have four (4) summative tests which will be added to the final examination for an average mark. The summative tests will take 100 minutes, except the mandatory final examination which will take 120 minutes. Assiduity and active participation in Reading Skills lessons and workshops have an impact on students' results which will be determined in the following percentages:

- ✚ 60% for the formative assessment, i.e. the final examination including daily assignments, assiduity and active participation in the lessons.
- ✚ 40% for the summative assessment, i.e. the result of four assessments students are expected to do before the exam.

BIBLIOGRAPHY AND WEBLIOGRAPHY

The following are the books and websites we will use in this course. But the lecturer, will, certainly, provide students with the specific resources for each unit.

BIBLIOGRAPHY

I. Main bibliography

Glendinning, E. H. and B. Holmstrom. (1992). *Study reading: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.

Grellet, F. (1981). *Developing reading skills*. Cambridge: Cambridge University Press.

Wiener, H.S. and C. Bazerman. (1994). *Reading skills handbook*. Boston: Houghton Mifflin Company.

Zwier, L. J. (2002). *Building academic vocabulary*. Michigan: Michigan University Press.

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Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.

Day, R. R. and J. Bamford. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.

Richards, J.C. and R. Schmidt. (2002). *Dictionary of language teaching and applied*

linguistics (3rd Edition). Essex: Longman.

Wallace, M. J. (1980). *Study skills in English*. Cambridge: Cambridge University Press.

WEBLIOGRAPHY

- Pdf.drive

<https://www.pdfdrive.com>

- Barnes & Noble

<https://www.barnesandnoble.com>

- Free-eBooks

<https://www.free-ebooks.net/>

- ManyBooks

<https://manybooks.net/>

- Open Library

<https://openlibrary.org/>

- Guides.library

<https://guides.library.unt.edu>

- LibGen (Library Genesis)

<https://libgen.is/>

- Scribd

<https://pt.scribd.com/home>

- Webnovel

<https://www.webnovel.com/>

Appendix A1: Implementation Plan of the New Reading Skills Syllabus

Implementation Plan of the New Reading Skills Syllabus

Phases	Timeline	Topics	Aims/Objectives	Activities	Stakeholders	Roles
Pre-implementation	September 2025	New Syllabus	- Familiarize the Institution with the new syllabus. - Collect contributions to refine the new syllabus.	- Meetings with the Department Scientific Committee. - Meetings with the Institution Scientific Committee. - Share, analyse, and refine the new syllabus.	- Proponent - ELT lecturers - Scientific Committee members - Head of Modern Languages Department - Head of the Institution.	- Responsible - Consulted - Consulted - Accountable - Accountable
	From October 2025 to January 2026	Intensive Reading (IR)	- Assist students with reading skills and strategies. - Improve students' IR practice.	- Teach the IR strategies. - Involve students in IR practices. - Monitor students' IR progress.	- Lecturer - Students	- Responsible - Informed
While-implementation	From March 2026 to July 2026	Extensive Reading (ER)	- Enhance students reading motivation. - Encourage students' good reading habits.	- Assign independent reading tasks. - Set up ER classroom workshops. - Monitor students' ER practices.	- Lecturer - Students	- Responsible - Informed

Post-implementation	September 2026	New Syllabus Results	• Evaluate the results • Make final decisions	• Share the results • Analyse the results • Draw conclusions	• Proponent • ELT lecturers. • Scientific Committee members • Head of Modern Languages Department. • Head of the Institution	• Responsible • Consulted • Consulted • Accountable • Accountable
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Appendix B1: Research Consent Issues

CREDENCIAL

Carlos Ceia, director da instituição de acolhimento CETAPS (Centre for English, Translation and Anglo-Portuguese Studies), declara, para efeitos de investigação no âmbito da Tese de Doutoramento em Didática das Línguas-Multilinguismo e Educação para a Cidadania Global, especialidade em Ensino de Inglês (LE/L2), que o aluno **António Lolino** é credenciado para efetuar a recolha de dados sobre o tema: “Fostering Autonomous Reading: A Comprehensive Approach to Encourage Angolan ELT Students at ISCED-Benguela” no Instituto Superior de Ciências da Educação de Benguela, sob minha orientação.

Solicitamos o vosso apoio e colaboração no sentido de tornar efectiva a realização da referida investigação.

Lisboa, 07 de Junho de 2024

O Coordenador do CETAPS,



Professor Doutor Carlos Ceia

À

DIGNÍSSIMA SENHORA PRESIDENTE DO
INSTITUTO SUPERIOR DE CIÊNCIAS DA
EDUCAÇÃO DE BENGUELA

=BENGUELA=

ASSUNTO: Envio da Credencial para a Recolha de Dados

Melhores e respeitosos cumprimentos!

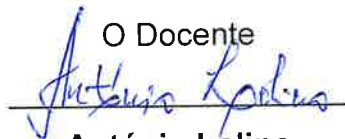
António Lolino, docente em regime de tempo integral, com a categoria de Professor Auxiliar, colocado no Departamento de Ensino de Letras Modernas, do Instituto Superior de Ciências da Educação de Benguela;

Estando em formação doutoral em Didática das Línguas- Multilinguismo e Educação para a Cidadania Global, especialidade em Ensino de Inglês (LE/L2), na Faculdade de Ciências Sociais e Humanas, da Universidade Nova de Lisboa, na República Portuguesa, e necessitando de recolher dados de pesquisa no âmbito da sua tese subordinada ao tema "Fostering Autonomous Reading: A Comprehensive Approach to Encourage Angolan ELT Students at ISCED-Benguela", conforme a credencial anexa, vem por esta via solicitar a autorização de efectuar o levantamento de referidos dados.

Sem mais assunto, reitero os cumprimentos.

Benguela, 26 de Novembro de 2024.

O Docente


António Lolino



26.

