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An investigation into the academic and research literacy practices of teacher education students in Luanda-Angola.

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Appendix A- Location of the Higher Teacher Training Institutions-TTI in Angola

Appendix B- The Angolan Context and Educational System

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher: Celeste A.G.E. Sambeny
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The New Angolan Educational System

The new Educational System is structured in the following way: Three different teaching/leaning levels:

- Primary level;
- Secondary level;
- Higher Education.

The three levels are preceded by a lower level normally called Pre-school which corresponds to kindergarten for children under the age of six.

The Pre-school level: the pre-school level starts from crèche and it is organised by groups aging up to six having the initiation class as the last class where students aged 5 are prepared to join the Primary level schools. The initiation class is compulsory to all Angolan children at the age of 5 who may not have benefited from any other kind of formal education.

The Primary school level: the primary school level is the starting point to formal education; it is also compulsory and it takes 6 years of schooling which will enable students to pursue their studies in the Secondary level.

The Primary level comprises both **Regular** and **Adults**' education. Regular education is meant for children and Adults education for people who could not start studying at the right age and want to learn to read or write or pursue their studies at higher levels.

Regular education starts from the age of six and takes 6 years (from grade 1 to 6), to complete; in other words, children aged six are expected to finish their Primary level at the age of 12.

Adult education comprises two different groups of people: people who are illiterate and people who can read and write but because they are adults they cannot take regular education. Adult education starts at the age of 15 and takes 6 years.

Secondary Level- The secondary level is composed by two phases. The first phase offers Education in General and it comprises both Regular and Adults Education lasting 3 years each from grade 7 to 9 and it aims at preparing students to continue their studies in the second phase. The first phase of the Secondary level provides basic training education and its main aim is to prepare youngsters and adults to join the labor market. It also offers an intermediate teacher training package lasting for 1 to 2 years for students who for any reasons do not want or did not have a chance to enroll in the second phase of the Secondary school.

The second phase of the secondary school caters for education in general for both Regular and Adults education. It takes 3 years from grade 10 t0 12 and it aims at preparing students to enroll in the Higher Education (at University level).

The Secondary level is composed by two different types of training, being one at the level of Regular Education and the other one at the level of Specialised or Technical training. The secondary level last for 4 years, from grade 10 to 13 and it aims at preparing students to continue their studies at a higher level.

The Normal training aims at training teachers for the Primary level, namely for Regular and Adults education as well as Special Education. Within Normal training, there is half loop training, (1to2 years) which caters for the professionalization of the holders of grade 12 certificates from the second phase of the secondary level, which may not want or have not had opportunities to pursue their studies at a higher level.

The specialised or Technical training has the main objective of training specialists for different fields of work in the country such as industry, agriculture, economy, health, arts, and sports, etc.

The specialised or technical training also offers the half loop training which lasts for 1 to 2 years for professionals who hold the grade 12 certificate from the second phase of the secondary level who may not want or have not had opportunities to pursue their studies at a higher level.

The Higher level studies- The higher level is structured in the following way:

- Graduation studies;
- Post- Graduation studies.

The Graduation studies comprise the level of Bachelor-(BA) and "Licenciatura"-(Honours). The BA level takes 3 years of schooling and caters for scientific and fundamental training in different areas of professionalization. The Honours level Takes 4 to 6 years, from year 1 to 4, 5, or 6 depending on the type of course being undertaken as some courses like Medicine will take longer than others. Honours courses offer fundamental and scientific preparation associated with scientific research practice in different areas so as to prepare students to work in different social domains.

The Post-Graduation studies consist of both Academic and Professional Post-Graduation. The academic Post- Graduation comprises both Masters and PhD degrees. The Masters degree takes 2 to 3 years and it is meant for Honours students. It aims at improving the technical and professional competencies of students associated with scientific research to promote the country's National development.

The PhD programme last for 4 to 5 years. Students with a Masters degree or Honours can pursue their studies at this level and it caters for the enrichment of the technical and professional competencies of the students together with a deeper preparation for advanced scientific research methodology as way of enabling them to promote and develop science and technology.

The Post-Professional Graduation seeks for general specialisation; The number of years required might vary and the minimum is one year; it aims at increasing the technical and professional skills of students with a Honours degree.

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Instituto Superior de Ciências da Educação

Departamento de Letras Modernas

REPARTIÇÃO DE INGLÊS

Course Programme

YEAR I – SEMESTER I		H/S	YEAR II – SEMESTER II	H/S
01	Introduction to English Grammar	06	Introduction to English Grammar	06
02	Communication skills	04	Communication skills	04
03	Introduction to Literary Studies	03	Introduction to Literary Studies	03
04	Introduction Linguistic Studies	03	Introduction Linguistic Studies	03
05	Introduction to Research Methodology	03	Introduction to Research Methodology	03
06	French I	02	French I	02
07	Portuguese I	02	Portuguese I	02
08	General Pshycology	03	Developmental Pshychology	03
09	General Pedagogy	03	General Didactics	03
10	ICT	03	ICT	03
Total Hours		**32**	**Total Hours**	**32**
YEARII – SEMESTER I		**H/S**	**YEAR II – SEMESTER II**	**H/S**
01	Morfology and Sintax	06	Morfology and Sintax	06
02	Academic Reading	04	Academic Reading	04
03	ELT Methodology I	04	ELT Methodology I	04
04	Anglophone African Literarture	03	Anglophone African Literarture	03
05	Psycholinguistics	03	Psycholinguistics	03
06	French II	02	French II	02
07	Portuguese II	02	Portuguese II	02
08	Sociology of Education	03	Sociology of Education	03
09	Pedagogical Psicology	03		
Total Hours		**30**	**Total Hours**	**27**
YEAR III – SEMESTER I		**H/S**	**YEAR III – SEMESTER II**	**H/S**
01	English Phonetics and Phonology	06	English Phonetics and Phonology	06
02	Academic Writing	04	Academic Writing	04
03	ELT Methodology II	04	ELT Methodology II	04

04	Anglo-American Literature	03	Anglo-American Literature	03
05	Teaching Practice I	06	Teaching Practice I	06
06	Applied Linguistics	04	Applied Linguistics	04
07	Sociolinguistics	04	Sociolinguistics	04
08	School Administration and management	03	School Administration and management	03
09	French III	02	French III	02
Total Hours		**32**	**Total Hours**	**32**
YEAR IV – SEMESTER I		**H/S**	**YEAR IV – SEMESTER II**	**H/S**
01	Sintax Theories	06	Sintax Theories	06
02	Research Methodology	04	Research Methodology	04
03	Methodology for Teacher Trainers	04	Methodology for Teacher Trainers	04
04	Teaching Practice	06	Teaching Practice	06
05	Bantu Linguistics	04	Linguística Bantu	04
06	Curriculum Development	04	Desenvolvimento Curricular	04
	Total Hours	28	**Total Hours**	28

Appendix C - Course Programme

Instituto Superior de Ciências da Educação

Departamento de Letras Modernas

REPARTIÇÃO DE INGLÊS

Plano Curricular do Curso de Inglês

Iº ANO – Iº SEMESTRE		**H/S**	**IIº ANO – Iº SEMESTRE**	**H/S**
01	Introdução à Gramática Inglesa	06	Introdução à Gramática Inglesa	06
02	Técnicas de expressão	04	Técnicas de expressão	04
03	Introdução aos Estudos Literários	03	Introdução aos Estudos Literários	03
04	Introdução aos Estudos Linguísticos	03	Introdução aos Estudos Linguísticos	03
05	Introdução à Pesquisa Científica	03	Introdução à Pesquisa Científica	03
06	Francês I	02	Francês I	02
07	Português I	02	Português I	02
08	Psicologia Geral	03	Psicologia de Desenvolvimento	03
09	Pedagogia Geral	03	Didáctica Geral	03
10	Informática	03	Informática	03
Total de Horas		**32**	**Total de Horas**	**32**
IIº ANO – Iº SEMESTRE		**H/S**	**IIº ANO – IIº SEMESTRE**	**H/S**
01	Morfologia e Sintaxe	06	Morfologia e Sintaxe	06
02	Técnicas de Leituras	04	Técnicas de Leituras	04
03	Metodologia de Ens. de Inglês I	04	Metodologia de Ens. de Inglês I	04
04	Literatura Africana de Exp. Inglesa	03	Literatura Africana de Exp. Inglesa	03
05	Psicolinguística	03	Psicolinguística	03
06	Francês II	02	Francês II	02
07	Português II	02	Português II	02
08	Sociologia da Educação	03	Sociologia da Educação	03
09	Psicologia Pedagógica	03		
Total de Horas		**30**	**Total de Horas**	**27**
IIIº ANO – Iº SEMESTRE		**H/S**	**IIIº ANO – IIº SEMESTRE**	**H/S**
01	Fonética e Fonologia	06	Fonética e Fonologia	06
02	Técnicas de Composição	04	Técnicas de Composição	04
03	Metodologia de Ens. de Inglês II	04	Metodologia de Ens. de Inglês II	04
04	Literatura Anglo-Americana	03	Literatura Anglo-Americana	03
05	Prática Pedagógica I	06	Prática Pedagógica I	06
06	Linguística Aplicada	04	Linguística Aplicada	04
07	Sociolinguística	04	Sociolinguística	04
08	Administração e Gestão Escolar	03	Administração e Gestão Escolar	03

09	Francês III	02	Francês III	02
Total de Horas		**32**	**Total de Horas**	**32**
IVº ANO – Iº SEMESTRE		**H/S**	**IVº ANO – IIº SEMESTRE**	**H/S**
01	Teorias de Sintaxe	06	Teorias de Sintaxe	06
02	Metodologia de Investigação	04	Metodologia de Investigação	04
03	Metodologia de F^{ção} de Formadores	04	Metodologia de F^{ção} de Formadores	04
04	Prática Pedagógica	06	Prática Pedagógica	06
05	Linguística Bantu	04	Linguística Bantu	04
06	Desenvolvimento Curricular	04	Desenvolvimento Curricular	04
07	Metodologia de Invest. Cientifica	04	Metodologia de Invest. Cientifica	04
Total de Horas		32	**Total de Horas**	32

Appendix D – Changes Made to the Research Instruments

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Changes Made to Interviews

a) Lecturers' interview

At the beginning the interview schedule for teachers consisted of 27 questions which were later reduced to 16 questions.

Most of the changes made were basically based on the combination of two questions that seemed to be addressing the same question, but there were also some instances where the questions did not provide the expected answer and therefore they were cut out.

i. Combination

1. What do you think about the resources in the library and how adequate are they in helping students write their dissertation?
2. What do you think about the computer lab and how adequate it is in helping students write their dissertations?
3. How many students have you supervised so far and how many have successfully completed their dissertations?

About 10 questions were taken out from the interview schedule and others were re-written to make more sense to respondents.

The main changes took place under the research literacy practices section where with the exception of the first question, 3 more questions were asked to address the issue of literacy practices.

A. Research literacy practices

1. In your opinion why do students fail to write their dissertations?(imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload).
2. What can you say about lecturers and students research skills?
3. How best can research be taught and practised?
4. What can be done to help students complete their research reports swiftly?

b) Students' interviews

1. Unsuccessful Students' Interview

It must be reminded that in order to get the final version of the interview schedule for the 3 groups of students, a process of constant revision and trial took place before the piloting phase, and this helped quite a lot in obtaining a version which was quite acceptable and helpful in providing the information needed.

From this interview schedule only one question was taken out under the research literacy practices (How can the teaching of research methodology be improved to meet the demands of dissertation writing?). The main reason from taking out this question is that students could not respond to it probably because most of them did not have this subject when they were studying.

2. Currently Writing Students' Interview

For the interview to students who are currently writing, a few changes were also made. About 12 questions were set up and the main correction made consisted of the questions order where question 3 was moved up to precede question 2, under the research supervision practices.

D- Research supervision

1. What are some of the challenges you are facing in writing your dissertation? Please elaborate?
2. What kind of support do you need to proceed in writing your dissertation? (from the supervisor, the department and the university)(moved down)

3. How far are you in the writing of your dissertation and when do you intend to complete it?(moved up)

3. Successful Students' Interview

Under this interview schedule no changes were made, as everything seemed to be fine during the interview. Perhaps the interview went well and took less time because of the type of students being interviewed.

c) Interview with the Head of Academic Affairs Department

Some questions were dropped out from this interview schedule mainly because in other Departments they do not have subjects as Academic reading and Writing and therefore it was thought that it would be useless to ask those questions, especially to the head of Academic Affairs Department**.**

The removed questions are:

- In which skill do you think students have more difficulties, (Academic Reading or Writing)? Please specify.
- What would you suggest to improve the teaching of Academic Reading and Writing to meet the demands of dissertation writing?
- How best can the research methodology subject be taught?

Changes Made to Questionnaires

a) Students' questionnaires

The students' questionnaire was thoroughly revised by the researcher and the supervisor and some subheadings were replaced by new ones. The subheadings are: Lecturers, Resources, Dissertation writing, Assessment procedures, Ability, Research supervision)

A few changes were made; more weight was placed on the supervision practices rather then just on teaching**.**

b) Lecturers' questionnaires

The lecturers' questionnaire was also thoroughly revised by the researcher and the supervisor and the subheadings were replaced by new ones as in the students' questionnaires. The subheadings are: Lecturers, Resources, Dissertation writing, Assessment procedures, Ability, Research supervision).

A few changes were made; more weight was placed on the supervision practices rather than just on teaching too**.**

Appendix E – General Subject Lecturers' Interview Schedule

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GENERAL SUBJECT LECTURERS' INTERVIEW SCHEDULE

A. Lectures delivery

1. What mode of lecturing do you use most? Please elaborate.
2. To what extent is the subject you teach relevant to students' writing dissertations?

B. Resources availability

1. What do you think about the resources in the library and how adequate are they for students who are writing their dissertations
2. What do you think about the Computer Lab. and how adequate is it for students who are writing their dissertations?

C. Dissertation writing

1. In your opinion why do students fail to write their dissertations?(imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload)
2. What can be done to help students complete their research reports swiftly?
3. Do you think the research report is necessary and or important? Please elaborate.

D- Assessment procedures

1. How do you assess your students?
2. How do you think this kind of assessment prepares students for dissertation writing?

E- Research skills

1. In which subjects do you think students have more problems? Academic reading, Academic writing or research methodology? Please elaborate on this.

2. How can the teaching of these subjects be improved to meet the demands of dissertation writing?

F- Research supervision

1. What kind of difficulties do you usually face in supervising students?
2. What would you suggest to improve the supervision processes?

Thank you

Appendix F – Content Subject Lecturers' Interview Schedule

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CONTENT SUBJECT LECTURERS INTERVIEW SCHEDULE

A. Lectures delivery

1. What mode of lecturing do you use most? Please elaborate.
2. To what extent is the subject you teach relevant to students' writing dissertations?

B. **Resources availability**

1. What do you think about the resources in the library and how adequate are they for students who are writing their dissertations
2. What do you think about the Computer Lab. and how adequate is it for students who are writing their dissertations?

C. Dissertation writing

1. In your opinion why do students fail to write their dissertations?(imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload)
2. What can be done to help students complete their research reports swiftly?
3. Do you think the research report is necessary and or important? Please elaborate.

D. Assessment procedures

1. How do you assess your students?
2. How do you think this kind of assessment prepares students for dissertation writing?

E. Research Skills

1. In which subjects do you think students have more problems? Academic reading, Academic writing or research methodology? Please elaborate on this.

2. How can the teaching of these subjects be improved to meet the demands of dissertation writing?

F. Research supervision

1. What kind of difficulties do you usually face in supervising students?
2. What would you suggest to improve the supervision processes?

Thank you!

Appendix G – Type 1 Students' Interview Schedule

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INTERVIEW FOR TYPE 1 STUDENTS

A. Lectures delivery

1. What mode of lecturing did your teachers use most? Please elaborate.
2. In your opinion did the course work prepare you adequately for dissertation writing? Why/Why not?

B. Resources availability

1. What do you think about the resources in the library and how adequate are they for students who are writing their dissertations
2. What do you think about the Computer Lab. and how adequate is it for students who are writing their dissertations?

C. Dissertation writing

1. In your opinion why do students fail to write their dissertations? (imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload)
2. What can be done to help students complete their research reports swiftly?
3. Do you think the research report is necessary and or important? Please elaborate.

D. Assessment procedures

1. What kind of assessment did your teachers use most? (tests, essays, group and pair work…)
2. Do you think this kind of assessment prepares students for dissertation writing?

E. Research skills

1. In which subjects did you have more problems? Academic Reading, Academic Writing or Research Methodology? Please elaborate on this.
2. How can the teaching of these subjects be improved to meet the demands of dissertation writing?

F. Research supervision

1. What kind of difficulties did you face in being supervised?
2. What would you suggest to improve the supervision processes?

Thank you!

Appendix H – Type 2 Students' Interview Schedule

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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INTERVIEW FOR TYPE 2 STUDENTS

A. Lectures delivery

1. What mode of lecturing did your teachers use most? Please elaborate.
2. In your opinion did the course work prepare you adequately for dissertation writing? Why/Why not?

B. Resources availability

1. What do you think about the resources in the library and how adequate are they for students who are writing their dissertations
2. What do you think about the Computer Lab. and how adequate is it for students who are writing their dissertations?

C. Dissertation writing

1. In your opinion why do students fail to write their dissertations? (imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload)
2. What can be done to help students complete their research reports swiftly?
3. Do you think the research report is necessary and or important? Please elaborate.

G. Assessment procedures

1. What kind of assessment did your teachers use most? (Tests, essays, group and pair work…)
2. Do you think this kind of assessment prepares students for dissertation writing?

E. Research skills

1. In which subjects did you have more problems? Academic Reading, Academic Writing or Research Methodology? Please elaborate on this.

2. How can the teaching of these subjects be improved to meet the demands of dissertation writing?

F. Research supervision

1. What kind of difficulties are you facing in being supervised?
2. What would you suggest to improve the supervision processes?

Thank you!

Appendix I – Type 3 Students' Interview Schedule

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INTERVIEW FOR TYPE 3 STUDENTS

A. Lectures delivery

1. What mode of lecturing did your teachers use most? Please elaborate.
2. In your opinion did the course work prepare you adequately for dissertation writing? Why/Why not?

B. Resources availability

1. What do you think about the resources in the library and how adequate are they for students who are writing their dissertations
2. What do you think about the Computer Lab. and how adequate is it for students who are writing their dissertations?

C. Dissertation writing

1. In your opinion why do students fail to write their dissertations? (imposed topic, wrong topic choice, lack of time, lack of motivation, too much workload)
2. What can be done to help students complete their research reports swiftly?
3. Do you think the research report is necessary and or important? Please elaborate.

D. Assessment procedures

1. What kind of assessment did your teachers use most? (tests, essays, group and pair work…)
2. Do you think this kind of assessment prepares students for dissertation writing?

E. Research skills

1. In which subjects do you have more problems? Academic Reading, Academic Writing or Research Methodology? Please elaborate on this.
2. How can the teaching of these subjects be improved to meet the demands of dissertation writing?

F. Research supervision

1. What kind of difficulties are you facing in being supervised?
2. What would you suggest to improve the supervision processes?

Thank you!

Appendix J – Deputy Director of the Academic Affairs Department (DDAAD)' Interview Schedule

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Interview schedule with the Deputy Director of the Academic Affairs Department-DDAAD

Dear Deputy Director,

My name is Celeste Sambeny and I am one of the lecturers at ISCED belonging to the Department of Foreign Languages. I am conducting research for the purpose of obtaining a PhD degree at the University of Witwatersrand in Johannesburg-South Africa. . The purpose of my study is to find out the causes of the constraints experienced by teacher trainees when undertaking research at the Higher Institute of Education in Luanda with particular reference to the production of their end of course long dissertations.

I would like to ask for permission to interview you for a couple of minutes. *All the responses are anonymous and will be kept confidentially.* Thank you!

1. What is your opinion about the low numbers of students completing their dissertations?
2. In which skill do you think students have more difficulties? (Academic reading or writing)? Please specify the problems they have.
3. What would you suggest to improve the teaching of academic reading and writing to meet the demands of dissertation writing?
4. What do you think about the resources in the library and how adequate are they for dissertation writing?
5. What do you think about the Computer Lab. and how helpful is it for dissertation writing?
6. What is your opinion about research supervision practices at ISCED?

7. How can the overall organisation of ISCED be improved to increase the rate of students completing their dissertation in the required time?
8. Do you think the dissertation should be removed from assessment? Why/ why not?
9. How best can the research methodology be taught?

Thank you !

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Entrevista com o Director Geral Adjunto para os Assuntos Academicos

Senhor Director,

Chamo-me Celeste Sambeny, professora afecta ao Departamento de Letras Modernas. Neste momento estou a conduzir um trabalho de investigacao cientifica para a obtencao do grau de Doutoramento pela Universidade de Witwatersrand na Africa do Sul. O objectivo do meu estudo e de encontrar as causas dos constangimentos vividos pelos estudantes ao fazerem investigacao cientifica mais concretamente ao elaborarem as suas teses de licenciatura nesta Instituicao.

Gostaria por isso que me desse a liberdade de entrevista-lo por uns minutos. Todas a srespostats sao anonimas e serao guardadas confidencialmente. Obrigada!

1. Qual e a sua opiniao acerca do numero reduzido de estudantes que concluem as suas teses de licenciatura?
2. Em que area pensa que os estudantes tem mais dificuldades? (Na leitura ou na escrita academica?). Por favor especifique.
3. Que sugestoes tem para melhorarmos o ensino destas duas habilidades a fim de facilitarem os estudantes na elaboracao das suas teses?
4. O que pensa do material bibliografico existente na biblioteca e a sua utilidada na elaboracao das teses de licenciatura?
5. O que pensa do laboratorio de informatica e a sua utilidade na elaboracao das teses de licenciatura?
6. Que opiniao tem sobre o processo de supervisao de teses na nossa instituicao?
7. Duma maneira geral como poderiamos melhorar o processo docente educativo com vista a aumentar o numero de estudantes que concluem as suas teses dentro do prazo estipulado?
8. Acha que a elaboracao das teses devia ser retirada do curriculo? Porque?

9. Como poderiamos melhorar a cadeira de investigacao cientifica para responder as necessidades dos estudantes na elabracao das suas teses? Muito obrigada!

Appendix K – Lecturers' Questionnaire

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LECTURERS' QUESTIONNAIRE

Dear colleague,

My name is Celeste Sambeny and I am one of the lecturers at ISCED belonging to the Department of Foreign Languages. I am conducting research for the purpose of obtaining a PhD degree at the University of Witwatersrand in Johannesburg-South Africa. The purpose of my study is to find out the causes of the constraints experienced by teacher trainees when undertaking research at the Higher Institute of Education in Luanda with particular reference to the production of their end of course long dissertations.

I would like to invite you to participate in my research by answering this questionnaire. ***All responses are anonymous and they will be treated confidentially.*** Thank you for your collaboration in completing this questionnaire.

- Please provide all the information asked in this questionnaire.
- Answer all the questions.
- For each question tick the appropriate box, or next to the response of your choice or fill in the information required.

Yours sincerely

Celeste Sambeny

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LECTURERS' QUESTIONNAIRE

Please answer each question by drawing a CIRCLE around the appropriate number in the shaded box or write your answer in the shaded space provided.

1. How long have you been teaching at ISCED? [ ]

2. What subjects do you teach?_____

3. What are your academic qualifications?_____

4. Are you female or male?

A	Female	**1**
B	Male	**2**

5. Please indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box for each statement.*

	About the Lecturers	Opinion			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	Lecturers are often accessible and available for consultation	**1**	**2**	**3**	**4**
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	**1**	**2**	**3**	**4**
C	Most lecturers are not committed to their job	**1**	**2**	**3**	**4**
D	Most lecturers cannot supervise students adequately	**1**	**2**	**3**	**4**
E	There is a need for some in-service training and refreshment courses for lecturers	**1**	**2**	**3**	**4**
F	All lecturers are reflective practitioners	**1**	**2**	**3**	**4**
G	Most of the lecturers holding doctoral degrees refuse to supervise students	**1**	**2**	**3**	**4**

6. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Resources availability	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	There are plenty of resources in the library	**1**	**2**	**3**	**4**
B	Library material are adequate for students to do research	**1**	**2**	**3**	**4**
C	The librarians are well trained and helpful	**1**	**2**	**3**	**4**
D	The computer lab does not help students in writing their dissertations	**1**	**2**	**3**	**4**
E	Students have easy access to the computer lab.	**1**	**2**	**3**	**4**
F	There are enough computers in the computer lab.	**1**	**2**	**3**	**4**
G	There is a need for a students' writing centre	**1**	**2**	**3**	**4**
H	Most of the books that students read for writing their dissertations are borrowed from other places.	**1**	**2**	**3**	**4**

7. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Dissertation writing	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	The course work is well organised to meet the demands of dissertation writing	**1**	**2**	**3**	**4**
B	The assessment procedures during course work contribute to students' dissertation writing	**1**	**2**	**3**	**4**
C	The academic reading and writing subjects are not contributing to students' writing dissertation	**1**	**2**	**3**	**4**
D	The research methodology subject is not contributing to dissertation writing	**1**	**2**	**3**	**4**
E	Writing a dissertation helps students become independent researchers	**1**	**2**	**3**	**4**
F	Students acquire most of the skills through the experience of writing their dissertations	**1**	**2**	**3**	**4**

8. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Assessment procedures	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	Students are given enough time to prepare for essays and tests.	**1**	**2**	**3**	**4**
B	The essays and tests' questions are appropriate for their level	**1**	**2**	**3**	**4**
C	The dates of handing in essays and other work are flexible	**1**	**2**	**3**	**4**
D	The assessment criteria are clear and fair	**1**	**2**	**3**	**4**
E	Feedback is always provided on time	**1**	**2**	**3**	**4**
F	The assessment tasks in the course work contribute to the final assessment (dissertation writing)	**1**	**2**	**3**	**4**
G	Some lecturers do not provide the tests results on time	**1**	**2**	**3**	**4**
H	The final dissertation should not be a requirement for the students to obtain their qualification	**1**	**2**	**3**	**4**

9. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Ability	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	Students are able to read and analyze academic texts with a 'critical eye'	**1**	**2**	**3**	**4**
B	They are able to write texts in different genres	**1**	**2**	**3**	**4**
C	They are able to construct an academic argument	**1**	**2**	**3**	**4**
D	They are able to access and select information from different sources	**1**	**2**	**3**	**4**
E	Students are able to quote and paraphrase	**1**	**2**	**3**	**4**
F	Students are aware of the dangers of practising plagiarism	**1**	**2**	**3**	**4**
G	Students become more independent academics through the experience of writing their dissertations	**1**	**2**	**3**	**4**
H	They are able to do research independently	**1**	**2**	**3**	**4**
I	They know how to structure a dissertation and what to include in each chapter	**1**	**2**	**3**	**4**
J	They are able to find the author's main arguments and provide counter-arguments	**1**	**2**	**3**	**4**

10. Indicate the extent to which you agree or disagree with the following statement. *Please tick the appropriate box next to each statement.*

	Research supervision	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	Supervisors have a sound academic knowledge of the research area they supervise	**1**	**2**	**3**	**4**
B	Supervisors are always available	**1**	**2**	**3**	**4**
C	The relationship between students and supervisors is good	**1**	**2**	**3**	**4**
D	Most of the supervisors do not help students much	**1**	**2**	**3**	**4**
E	Some supervisors are not so helpful	**1**	**2**	**3**	**4**
F	Research supervision contributes to students' academic and professional development	**1**	**2**	**3**	**4**
G	A good supervisor is the one who knows the content of the subject matter	**1**	**2**	**3**	**4**
H	Supervisors send feedback promptly	**1**	**2**	**3**	**4**
I	Feedback from supervisors is adequate	**1**	**2**	**3**	**4**
j	Supervisors lack training in supervision skills	**1**	**2**	**3**	**4**

11- Do you think that dissertation writing should be kept as an integral part of ISCED's courses? Why ?

12- What major changes should be made to improve research supervision practices at ISCED?

13- What major changes should be made to increase the number of students completing their dissertations at ISCED?

14- If you have any others comments to make please do not hesitate.

Thank you very much for your time and co-operation

Appendix L – Students' Questionnaire

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 78487584 or +244 926 919911

C1- Students' Questionnaire

Please answer each question by drawing a CIRCLE around the appropriate number in the shaded box or write your answer in the shaded space provided.

1. How old are you? [ ]

2. How long have you been studying at ISCED? [ ]

3. Are you female or male?

A	Female	**1**
B	Male	**2**

4. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box for each statement.*

	Lecturers	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	Lecturers are often accessible and available for consultation	**1**	**2**	**3**	**4**
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	**1**	**2**	**3**	**4**
C	High standard of work is expected from them during the supervision process	**1**	**2**	**3**	**4**
D	Most lecturers are not committed to the teaching and research supervision job	**1**	**2**	**3**	**4**
E	Most lecturers cannot supervise students properly	**1**	**2**	**3**	**4**
F	The lecturer's qualification (degrees they hold) contribute significantly to the quality of research supervision	**1**	**2**	**3**	**4**
G	Some lecturers need in-service training	**1**	**2**	**3**	**4**

5. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Resources	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	There are plenty of resources in the library	**1**	**2**	**3**	**4**
B	Library material is/were adequate for research writing	**1**	**2**	**3**	**4**
C	Most of the books I read were borrowed from other places	**1**	**2**	**3**	**4**
D	I had easy access to the computer lab	**1**	**2**	**3**	**4**
E	There were enough computers in the lab	**1**	**2**	**3**	**4**
F	The personnel in the library were/are helpful	**1**	**2**	**3**	**4**
G	The computer lab personnel taught me how to use the computers	**1**	**2**	**3**	**4**
H	If you do not have a personal computer you will face serious problems in writing your dissertation	**1**	**2**	**3**	**4**

6. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Dissertation writing	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	The course work was well organised to meet the dissertation writing demands	**1**	**2**	**3**	**4**
B	I did not learn much from the academic reading subject to help me write my dissertation	**1**	**2**	**3**	**4**
C	I did not learn much from the academic writing subject to help me write my dissertation	**1**	**2**	**3**	**4**
D	I did not learn much from the research methodology subject to help me write my dissertation	**1**	**2**	**3**	**4**
E	Writing a dissertation helps students become independent researchers	**1**	**2**	**3**	**4**
F	I acquired most of the skills through the experience of writing my dissertation.	**1**	**2**	**3**	**4**

7. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Assessment procedures	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	I was given enough time for essays and tests	**1**	**2**	**3**	**4**
B	The essays and tests were appropriate for my level	**1**	**2**	**3**	**4**
C	The dates of handing in essays and other work were flexible	**1**	**2**	**3**	**4**
D	The assessment criteria were clear	**1**	**2**	**3**	**4**
E	Feedback on my work was always provided and appropriate	**1**	**2**	**3**	**4**
F	Some teachers do not provide the tests results on time	**1**	**2**	**3**	**4**
G	The essays and tests I wrote prepared me for dissertation writing	**1**	**2**	**3**	**4**
H	The final dissertation should not be a requirement for students to obtain their qualification	**1**	**2**	**3**	**4**

8. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Ability	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	I am able to read and analyze academic texts with a 'critical eye'	**1**	**2**	**3**	**4**
B	I am able to write texts in different genres	**1**	**2**	**3**	**4**
C	I am able to construct an academic argument	**1**	**2**	**3**	**4**
D	I am able to access and select information from different sources	**1**	**2**	**3**	**4**
E	I am able to quote and paraphrase	**1**	**2**	**3**	**4**
F	I am able to find the author's main arguments and provide counter arguments	**1**	**2**	**3**	**4**
G	I am aware of the dangers of practicing plagiarism	**1**	**2**	**3**	**4**
H	I am aware of how to structure a dissertation and what to include in each chapter	**1**	**2**	**3**	**4**
I	I learnt more in writing my dissertation than in the four years course	**1**	**2**	**3**	**4**

9. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Research supervision	**Opinion**			
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
A	My supervisor has/had a sound academic knowledge of my research area	**1**	**2**	**3**	**4**
B	My supervisor is/was always available	**1**	**2**	**3**	**4**
C	My supervisor is/was friendly, open and supportive	**1**	**2**	**3**	**4**
D	My supervisor is/was able to criticize my work constructively	**1**	**2**	**3**	**4**
E	My supervisor is/was sufficiently interested in my topic	**1**	**2**	**3**	**4**
F	The relationship with my supervisor was good	**1**	**2**	**3**	**4**
G	My supervisor is/was not helpful	**1**	**2**	**3**	**4**
H	Research supervision has contributed a lot to my academic and professional development	**1**	**2**	**3**	**4**
I	My supervisor does /did send feedback promptly	**1**	**2**	**3**	**4**
J	The feedback from my supervisor is/was adequate	**1**	**2**	**3**	**4**
K	There is a need for supervisors training	**1**	**2**	**3**	**4**

10. Are you capable of conducting research independently? Please elaborate on your answer.

11. What major changes should be made to increase the number of students completing their dissertations at ISCED?

12. What major changes should be made to improve research supervision practices at ISCED?

Thank you very much for your time and co-operation

Appendix M - Classroom Observation Sheet

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher:Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

Classroom observation sheet

Name of the observer: _____ ***Date of Observation***: _____

Lecturer Observed: _____ ***Subject:*** _____

Lesson Content (Topic):

The Lecturer			
Language:	**Attitude:**	**Motivation:**	**Knowledge of the subject matter:**

Lesson Stages and Activities:

Teaching approach and materials:

Instructions, demonstration, and exemplification:

Students' level of engagement:

Students participation and interaction types:

Classroom and follow up activities:

Overall comments/observation:

What follows is a brief explanation of each item embodied in the classroom observation sheet.

About the lecturer

Language- to check whether the lecturers' language is appropriate for the level of students, if it is too technical or not technical enough for the students to understand what the teacher is saying. To also check the lecturer's pace of speaking and pronunciation.

Attitude- the lecturer's attitude towards the process of teaching can affect either positive or negatively; the relationship between students and the lecturer, the lecturer's appearance, and willingness to give students opportunities to ask questions in the class are all issues that need to be taken into account during the observation; the lecturer should not be too permissive to a point that students feel they can do what they want and they cannot be too strict either so that students may feel afraid to participate in the class. .

Knowledge of the subject matter- The lecturer's confidence in delivering knowledge to students if s/he is able to answer questions that students ask and how s/he demonstrates that he is an authority in the subject matter.

Lesson stages and activities- identifying each stage in the lesson and how the lecturer goes about them in terms of teaching techniques and methods, and the type of activities for practice and production and whether there is a mismatch between those activities and students real context (Biggs 199,) curriculum alignment).

Teaching approach and materials- This includes the teaching approach being used the teaching aids used both visual and audio-visual, whether there is a course book or not, if the teacher provides supplementary materials for further consultation and reading and how the materials are being used to complement what is being learned.

Instructions- If the lecturer briefs the students before asking them to perform the activities being set up.

Demonstrations- if the lecturer demonstrates how students have to do things.

Exemplifications- this includes all the examples given in the classroom, whether they match the students' context in terms of the type of topics, the work structure, layout to meet the demands of dissertation writing.

Students' level of engagement- Do the tasks performed in the classroom prepare students for the writing of the dissertation? Does the teaching approach being used lead students to surface or deep learning?

Students' participation and interaction types- To check if students are actively involved in the lesson and if they are willing to participate in the lesson and how much they participate and what kind of decisions they make; also if they are working individually, in pairs or in groups.

Classroom and follow up activities- Does the lecturer set up follow up activities to help double check students understanding and help them consolidate the knowledge acquired? Are those follow up activities similar to the activities students will be asked to perform like for example writing a research proposal or a book review?

Feedback- How is feedback provided to students and how long does it take for a teacher to provide feedback to students after handing in the activity? How long the teacher takes correcting things and giving them back to students?

Oral comments/observation- After the lesson the observer can try to informally talk to the lecturer and find out her/his own impression on the lesson taught. From time to time the researcher can also approach some students to check their feelings and opinions about the subject being taught.

Appendix N - Guidelines for textual analysis

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

- The title of the research proposal suggestive
- Sentences and paragraphs divisions are clear
- Information is well organized and paragraphs and sentences are connected
- Prior knowledge is directly related to the new information and students' experience
- Information from different sources is well synthesized
- Arguments are well supported using bibliography
- Major and subordinate ideas can easily be found
- There are key examples that attempt to prove the "thesis"
- Quotations are well indicated
- Students know the rule of paraphrasing
- References are well written inside the text and in the references list
- There is an evidence of analysis of information or arguments based on students' readings
- There is no sign of plagiarism
- There are lots of grammar errors and misspellings
- The general layout and organization of chapters is acceptable

Appendix O – Ethics Committee Consent Letter

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3064 • Fax: +27 11 717-3100 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

Student number: 9910494 H
2011ECE142C

28 October 2011

Mrs Celeste Ana da Gloria Eduardo Sambeny
c.sambeny2010@hotmail.com

Dear Mrs. Sambeny

Re: Application for Ethics: Doctor of Pilosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

An Investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda Angola

The committee recently met and I am pleased to inform you that clearance was granted. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project. Congratulations to you and your supervisor!

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education
(011) 717 3416

Cc Supervisor: Dr. D Mwepu (via email)

Appendix P - Letter to the Dean of the TTI nr 200

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

A letter to the Dean of the TTI nr 200

Professor Daniel Mingas

Instituto Superior de Ciências da Educação

12, Salvador Allende

Luanda- Angola

My name is Celeste Ana da Gloria Eduardo Sambeny and I am conducting research for the purpose of obtaining a PhD degree at the University of the Witwatersrand, Johannesburg. . The purpose of my study is to find out the causes of the constraints experienced by teacher trainees when undertaking research at the Higher Institute of Education in Luanda with particular reference to the production of their end of course long dissertations. For this purpose I intend to interview some teachers and students from the Modern Languages Departement. My engagement with them will also include questionnaires, some lessons observations and informal discussions.I intend to issue out questionnaires to teachers and students from 05th to 15th of September. The questionnaires are mainly maid of multiple questions which will take respondents a maximum of thirty minutes to fill in. Moreover I intend to conduct focus group interviews with students and teachers from 15th to 30th of September. There will be three different groups of students to interview: those who have finished their studies, those who are still writing their dissertations and those who have finished their course work some years ago but not yet writing their dissertations. Most of the questions will be provided to them in advance for them to be prepared for the interviews and will be conducted outside the normal class times taking a maximum of one hour. I have obtained an ethical clearance from the University of Witwatersrand and would appreciate your permission and/or support.

Yours sincerely

Celeste Sambeny

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or + 244 926919911

Carta ao Director Geral do TTI nº 200

Chamo-me Celeste Sambeny e estou conduzindo um trabalho de investigacao cientifica para a obtencao do grau de Doutoramento na Universidade de Witwatersrand em Johannesburg, Africa do Sul. O objectivo do meu estudo e de investigar as principais dificuldades que os estudantes do TTI nº 200 enfrentam ao elaborarem os seus trabalhos de fim de curso, com particular referencia aos aspectos literarios.

Nesta base eu pretendo levar a cabo algumas entrevistas com alguns professores e estudantes dos quatro principais Departamentos, nomeadamente, os Departamentos de Linguas Estrangeiras,Linguas Modernas,Ciencias Sociais e Ciencias Exactas. O nosso trabalho tambem ira incluir questionarios e dicussoes informais.

A minha pretensao e de distribuir os questionarios aos professors e estudantes no periodo de 05 a 15 de Setembro. Os questionarios compoem-se de perguntas de multipla escolha e levarao aproximadamente trinta minutos para responder.

Alem disso tambem pretendo trabalhar com grupos focalisados de professores e estudantes na base de entrevistas de 15 a 30 de Setembro.Quanto aos estudantes, havera 3 grupos a serem entrevistados, nomeadamente aqules que ja completaram o curso na totalidade, aqueles que estao a redigir os seus trabalhos de fim de curso e aqueles que ja terminaran o curriculo mas ainda nao estao a escrever as suas teses. As questoes principais a serem colocadas nas entrevistas serao distribuidas com antecedencia para sua melhor preparacao e os encontros terao a duracao maxima de uma hora. Tendo ja sido autorizada a fazer a referida pesquisa pela Universidade de Witwatersrand em Johanesburgo, gostaria de pedir o seu apoio no sentido de me autorizar a fazer a minha pesquisa com os grupos acima referenciados.

Atenciosamente,

Celeste Sambeny

Appendix Q - Participation Information Sheet

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher:Celeste A.G.E Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +277 926919911

PARTICIPATION INFORMATION SHEET

My name is Celeste Ana da Gloria Eduardo Sambeny and I am conducting research for the purpose of obtaining a PhD degree at the University of the Witwatersrand, Johannesburg. The purpose of my study is to find out the causes of the constraints experienced by teacher education students when undertaking research at one of the Higher Institutes of Education in Luanda with particular reference to the production of their end of course long dissertations.

I therefore wish to invite you to participate in my study. This research will contribute both to a larger body of knowledge in the difficulties experienced by education students when undertaking research as well as to inform curriculum developers and subject teachers about important aspects to bear in mind when dealing with this specific group of students. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and a place that is suitable for you. The interview will last approximately one hour and half. You may withdraw from the study at any time and you may refuse to answer any questions that you feel uncomfortable with answering.

With your permission, the interview will be tape-recorded. No one other than me and my supervisor will have access to the tapes. The tapes and interview schedules will be kept for two years following any publications or for five years if no publication emanates from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report unless you wish otherwise. Please feel free to ask any questions regarding the study. I shall answer them to the best of my ability. I may be contacted on 923 621819 or 926 919911 and you can also contact me at c.sambeny2010@hotmail.com. You can also contact my supervisor Dr. Dominique Mwepu at dominique.mwepu@wits.ac.za (only in English). Should you wish to receive any

summary of the results of the study; a copy of the research will be made available on request. Thank you for taking the time to consider participating in the study.

Yours sincerely

Celeste Sambeny

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +277 926919911

INFORMAÇÃO ACERCA DA PARTICIPAÇÃO

Chamo-me Celeste Ana da Gloria Eduardo Sambeny, estudante do curso de Doutoramento em Linguística Aplicada na Universidade de Witwatersrand, Johanesburgo. Como parte dos requisitos para a graduação, estou a levar a cabo uma pesquisa sobre as dificuldades que os estudantes enfrentam ao elaborarem os seus trabalhos de fim de curso com particular referencia ao aspecto cientifico-academico tanto na leitura como na escrita.

Por conseguinte, gostaria de convidá-lo (a) a participar do meu estudo. Este estudo ira contribuir para um conhecimento mais amplo das dificuldades que os estudantes enfrentam ao elaborarem os seus trabalhos de fim de curso bem como ira informar os fazedores dos programas e os professores da cadeiras tecnicas sobre aspectos importantes a ter em conta ao orientar este grupo especifico de estudantes. A sua participação é completamente voluntária e a recusa não levará a nenhuma implicação contra si. Caso concorde, programarei uma entrevista consigo, em local e hora que lhe seja compatível, e que terá cerca de meia hora de duração. Há liberdade de desistência da participação e de não responder qualquer questão que achar deselegante responder.

Se permitir, a entrevista será gravada. Entretanto, o acesso ao registo será vedado a toda gente, excepto eu próprio e o meu orientador. As gravações e o programa de entrevistas serão conservados por um período de (2) dois anos, caso haja publicação do estudo, ou (5) anos caso não ocorra nenhuma publicação. O seu nome e todos os detalhes pessoais tendentes a revelar a sua identidade serão mantidos confidenciais e, ao menos que o queira, nenhuma informação passível a sua identificação será publicada no final da pesquisa.

Por favor, sinta-se livre de colocar qualquer tipo de questão acerca do estudo. Responder-lhe-ei com prazer de acordo com as minhas habilidades. Os meus contactos telefônicos são 923621819 ou 926919911 ou ainda pelo e.mail c.sambeny2010@hotmail.com. Caso haja necessidades, poderá também contactar o meu orientador, Dr. Dominique Mwepu pelo correio

electronico dominique.mwepu@wits.ac.za (so em Ingles). Caso queira que lhe seja concedido uma cópia do resumo do estudo, fá-lo-ei à seu pedido.

Queria, desde já, aceitar os meus mais sinceros agradecimentos pelo seu precioso tempo disponibilizado para este estudo.

Subscrevo-me

Celeste Sambeny

Appendix R - Consent form to participate in the study

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

CONSENT FORM FOR PARTICIPATING IN THE STUDY

I.....hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept confidential.

Name of the Participant: _____

Date _____

Signature _____

ACEITACAO DA PARTICIPACAO NO PROJECTO DE ESTUDO

Eu……..abaixo assinado, aceito participar neste projecto de pesquisa. O objectivo e os procedimentos do estudo ja me foram explicados. Fui informado de que a minha participacao e voluntaria e que me posso recusar a responder a algumas perguntas ou retirar-me do estudo a qualquer altura sem quaisquer consequencias negativas. Eu entendo que as minhas respostas serao confidencialmente guardadas.

Nome da (o) participante----------

Data----------

Assinatura----------

The researcher: Celeste Sambeny

Appendix - Letter to participants in the focus groups

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

Researcher: Celeste A.G.E Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +277 926919911

Letter to participants in the focus groups

My name is Celeste Ana da Gloria Eduardo Sambeny and I am conducting research for the purpose of obtaining a PhD degree at the University of the Witwatersrand, Johannesburg. The purpose of my study is to find out the causes of the constraints experienced by teacher trainees when undertaking research at the Higher Institute of Education in Luanda with particular reference to the production of their end of course long dissertations.

I will be asking some teachers and students to participate in this study. Teachers will be selected from the four main Departments (Foreign Languages, Modern Languages, Social Sciences and Exact sciences). Students will preferably choose from those who have not yet started writing, those who are still on the process of writing their dissertations, and those who have recently successfully finished.

Participation in this research will entail you to take part in a focus group at a time and place that is convenient for you. A focus group is a form of group interview that relies on interaction within the group that discusses a topic supplied by the researcher who in this specific case will be me. The focus group will take thirty to forty five minutes. With your permission the interview will be recorded in order to ensure accuracy in transcription. Participation is voluntary and no student will be penalised for not accepting to participate in the focus group. All the responses will be kept confidential and no information that could identify you would be included in the research report.

The focus group interview materials (tapes and transcripts) will not be seen or heard by any person anywhere, not even at this institution at any time and will only be processed by myself. You will be free to withdraw from the study at any time or you may refuse to answer some questions you would prefer not to. The recording will not be submitted for examination along with the research project. The data obtained from the recording will be used for the research report on this study and may be used for further work in the future.

If you accept to participate in the study please sign the consent letter. I can be contacted via email at c.sambeny2010@hotmail.com or via telephone at 926919911 or 923621819.

Regards

Celeste Sambeny

Appendix T- Interview and Recording Consent

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher: Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

INTERVIEW AND RECORDING CONSENT FORM

1. I agree to be interviewed for the purpose of this study project.
2. The purpose and the nature of the interview have been explained to me.
3. I agree that the interview may be recorded. Yes No
4. Any question I asked about the purpose and nature of the interview has been answered to my satisfaction.
5. I do not wish my name to be used or cited or otherwise disclosed.

Name of the interviewee…….

Signature……

Date……

I have explained the project and the implications of being interviewed to the interviewee and I believe that the consent is informed and that s/he understands the implication of the participation.

Name of the interviewer…….

Signature …….

Date……

Appendix U - Consent form for audio-taping of the interview with the DDAAD

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher: Celeste A.G.E Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +277 926919911

CONSENT FORM FOR AUDIO-TAPING OF THE INTERVIEW

I.....hereby consent to tape-recording of the interview. I understand that my confidentiality will be maintained at all times and that the tapes will be destroyed two years after any publication arising from the study or five years after completion of the study if there are no publications.

Name of the Participant: _____

Date _____

Signature _____

ACEITACAO DA GRAVACAO DA ENTREVISTA

Eu…….abaixo assinado consinto a gravação da minha entrevista. Estou certo de que a minha confidencialidade sera mantida todo o tempo e que as cassettes serão destruidas dois anos depois da publicação do estudo ou cinco anos depois da conclusão do estudo caso nao haja publicações.

Nome da (o) participante----------

Data **----------**

Assinatura **----------**

Celeste Sambeny

Appendix V – Type 1 Students' Interview transcripts

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher:Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

O1-Iinterview transcript with Type 1 students (who have successfully completed their work)

Date: 06/09/2012

I: Good morning everyone. Thank you for having accepted to participate in this group interview and I hope that you will give the maximum contribution to this study. After all is a study that is not just for me but for all of us. The first question would be: How many years did you take to complete the course?

S1: It took me 5 years and I never had subjects in delay. I started in 2006 and in 2010 I defended my dissertation.

S2: I did my course in 6 years; I failed in two subjects one in year 2 and another one in year 3. Because those subjects were core subjects I had to repeat them and I could not move to the following year. So I started in 2005 and defended my dissertation in 2010.

S3: I also completed the 4 years of course work with no problems. I started in 2006 and finished in 2009. I did my dissertation in almost 6 months. I had a very good supervisor, I must say.

I: So you mean that you wrote your dissertation while doing course work?

S3: Yes, because we had academic reading and Writing and also research methodology in year 1 and 4, those subjects helped me a lot to write my dissertation; but my supervisor was also very helpful.

S4: Well the course took me 8 years to complete, from 2002 to 2010 and I only managed to write my thesis after 3 years due to some family problems and work issues.

I: Do you think that the 4 years of course work are sufficient to prepare students for the writing of the dissertation?

S1: I think so, because in the first year we have a subject called introduction to scientific research and this subject is very helpful, but the teacher was not so good; so as my uncle is a teacher, he used to give me some explanations at home and this helped me a lot. But I enjoyed the course because I could understand it; I Think I will teach this subject one day.

S2: I also had that subject in year 1 and 4 and I think this subject is very relevant in the course because it teaches us how to do research; I think the only problem is the way is taught; Our lecturer did not give us activities to practice; even in the other subjects lecturers hardly set up activities that require students to put their knowledge, the knowledge they have acquired from the course, in practice. I think that like in teaching methodology we need practice in research methodology.

S3: I personally agree with what my colleague said. I also had the opportunity to attend that subject, in the first year and in year 4 I had Research Methodology and I also think that the way the subject is taught is not adequate. Therefore I do not think that the course work prepares students for writing the dissertation. What usually happens in almost all the subjects in the course is that most of the students try to memorise what they learn in order to succeed in the written tests. Due to lack of practice we then face problems in writing the dissertation, in turning theory into practice. Writing a dissertation is a very serious and complex process that requires the student to be able to read properly and write academically; and for us to be able to write academically we need to be taught how to do that; luckily we do not have so many problems in English because as I said before we have two subjects for that: academic reading and writing. Those subjects are very helpful and this is perhaps the reason why I could finish my dissertation before the time prescribed. But not all courses have these subjects I think, and not all students are devoted to their studies like I was. Therefore I think that the students' willingness to learn and the amount of effort employed by the students are the determinant factors for a student to succeed in that dissertation.

S4: In my case, the four years of course work didn't prepare me for the writing of the dissertation. First of all I did not have the research methodology subject as my colleagues had; second, I failed or I had to repeat year 4 for two years. This made me feel demotivated because I didn't fail because I was a weak student but because the lecturer did not like me. Then I had to stop for 2 years because of some family problems. So altogether the course for me was too long and it did not prepare me for the dissertation phase. When I started writing my dissertation I had to begin with everything again because of the big gap I had without

studying. The other thing is, I heard some colleagues talking about writing report, essays and long assignments in some courses; when I was studying we only used to sit for testS, tests that sometimes were never corrected or given back to students to see how well or badly they did! To be frank with you, writing my dissertation was very hard for me.

S2: I just want to add something else… I think that all the lecturers should make an effort to contribute to the research methodology subject by setting up activities such as short essays where students have to demonstrate in practice what they have learnt in theory; I think that most lecturers think that it is not their responsibility to get students practicing and developing the research skills; they leave this responsibility to the research methodology lecturers. And in my opinion this is bad but at the Secondary level where I am teaching we work together to get a fully trained student in all the skills. I mean even the marks that a student gets in one subject are quite similar to the ones of other subjects; and if there is a problem, like, the student is good in all the disciplines but there is one where the student cannot get positive marks; the teacher teaching that subject has got to find out what is wrong and help the student overcome the problem. But here at ISCED things are different lecturers feel happy when they fail most of the students in a classroom. They feel proud of that and they say they are good teachers.

I: So you seem to be bringing in another theme. What do you think about the assessment procedures?

S3: The way that lecturers are assessing students is not the most adequate; like I said before we used to memorise the content of the subjects in order to get high marks. Because the written test that the lecturers gave us consisted of short and answers. So we had to memorise if we wanted to get positive marks and some students, those who were lazy the used to cheat because the answers are short and with one glance to their colleagues tests they could get the full answer.

S2: In my case for example I was once punished because the lecturer caught one of my colleagues copying the answers from me but I didn't notice; so my colleague got a positive mark and got a negative one. But the lecturer didn't explain why he took that decision, he only said that next time I should hide my test from my colleagues.

S1: I think that rather than giving us that type of tests lecturers should give us complete forms of written work to do at home or in the library so that no one can copy her or his colleagues

work and students could get used to working individually and employing the skills of reading, writing and thinking in practice.

S3: Yes, I agree with you because in our teaching methodology subject the lecturer used to repeat for several times that teaching is not just transmitting knowledge to students; teaching is engaging students in problem-solving activities; and I think that the written test is everything except this type of activities. Therefore activities such as writing an essay would better fulfill that aspect of teaching.

S4: For me, I think that what lecturers do not want is too much work. I am sure they know all about what we are saying, but they do not have time to correct essays or reports or long pieces of work. Therefore they set up test which are easy and fast to correct. and lecturers are lecturing at more than 2 Faculties.

I: Let us now move on to research supervision: what problems did you face during the supervision practice?

S1: I didn't have serious problems like some students had. In fact I was allocated good supervisor who knew about the content of my topic and he was very good in terms of relationship with me. However, it was very difficult to meet him. Whenever we made an appointment, the meeting had to be postponed a day before the meeting or some hours before the meeting. Availability from the supervisor's side was the only problem I had.

S3: To tell you the truth I didn't have any problems. You know what… people always say that the English students are luckier than students in other courses. They say that we have good teachers and our department is very well organised. I agree with this. They also say that our supervisors are more devoted than theirs; well I don't totally agree with them at this point. They also say that our dissertation are better structured and organised and even though they do not speak the language we speak English better than they do in Portuguese; well I partially agree with them. What we have in our department is lecturers who are very strict (although not all of them) and students who are committed to their studies because they join the course with a goal in mind.(although not all of them). So during the supervision phase, we do not face so many problems because our knowledge from the academic reading and writing subjects as well as the research methodology input help us a lot in writing our dissertation. The supervisor just has to guide us here and there but I must confess that all depends on the student. Just to give you an example I have colleagues of mine who finished in the same year

as me and they couldn't finish their dissertations until now. Why? Because most of the students decide to start working before finishing their studies. Therefore they do not have time to seat down and write their dissertations; as a result they keep postponing it. And I think that is the reason why very few English students are defending their dissertations. The other thing is: people say that the quality of our dissertations is good; ok, but what about the marks? English students never get more than 16. But in the other course they do. So generally speaking we do not have many problems with supervisors; the problems we have are more on the socio-economic side of both students and supervisors. I n other words there are colleagues who do not have a personal laptop and therefore they cannot work at home; there are others who have got laptops and want to send their work via e-mail to their supervisors but the supervisor does not have a computer at home; sometimes the supervisor does not have a car and the student has got to give him a lift; or if the supervisor has got a car he does not have enough money for petrol; you know these are issues which are, let's say, "normal" within our context.

S2: Well I didn't have problems with my supervisor but I had problems over the course. Going back to what we said about assessment I was never satisfied with the marks I did get in most of the written tests. The thing is that lecturers take long time to correct our tests and when they bring them they just come up with the final mark but you never know where you did right and where you did wrong. And if you ask for clarification you will get in trouble. Even in my dissertation I was not happy with the marks that the members of jury gave me. Well, but I am a student and I have to keep quiet.

S4: In my own case I had a good supervisor, and I didn't face any major problems like I did when I was doing the course. I must confess that perhaps my supervisor had more problems in supervising me because after 7 years of course work may level of motivation was very low and due to the lack of that research methodology that I didn't have she had to teach me how to do research from the scratch. For me the process of research supervision was just another way of teaching, I mean, another teaching process. Thanks God I could succeed and I am now doing my Masters degree by distance. But I must confess that most of the effort was my supervisor and not mine. I think that all supervisors should be skilled like her.

I: Are you suggesting that supervisor need or lack some sort of training?

S4: Yes, if I am not asking too much, they need preparation and training. Because we cannot assume that every lecturer is good at supervising students. In other words, not every lecturer

is a good supervisor and not every supervisor is a good lecturer. I think that there should be someone responsible for the research supervision practices and some workshops should be organised for supervisors to share ideas and improve their work. Unlike teaching, supervision is individual; and when 'two' individuals meet there are a lot of issues going on , starting from the relationship to the more complex aspects inherent from that relationship.

S2: I think that supervisors need to be aware of the different types of students they will encounter in the research supervision field. They cannot expect all the students to be good; and like our colleague said his supervisor had to teach him how to do research. Perhaps in that training one of the issues to be discussed would be how to go about supervising students whose level of knowledge is low in relation to other students. Because we have heard stories of lecturers saying to students, that they should forget about writing their dissertations because they are very weak.

I: What do you think about the resources in the library? Are they helpful?

S1: There are some good materials in the library and I used to go there quite often. I know that some students wait until lecturers have given them work in order to go to the library. In my case I like reading, reading for information, and I never waited for the lecturers to send me to the library. Of course we cannot confine ourselves to ISCED library we need to go and visit some other libraries in town should there be permission for that.

S2: I also used to go to the library when I was studying and some of the books there were useful for me. Now the problem is that as most of the lecturers don't set up tasks that require students to go and research in the library, they don't go there; and when the time for writing that dissertation 'arrives' they star panicking because they have no idea how to consult books and take notes from them. For example the Ministry of education has got a good library where you can seat and concentrate on your studies; but most students from ISCED don't go there.

S4: Yes, there many good libraries in Luanda. For example, I used to go to the Portuguese school's library and borrow books from there. They had even books written in English. Unfortunately the library is now closed to outsiders because apparently many people used to go there and borrow books, and never returned them.

I: Talking about the library, what do you think about the computer room?

S2:Well I think the computer room is only for students who belong to the Exact Sciences department. For example my class has never been there and one day I went there to see if I could do some work and they refused me to get inside. Therefore we need a computer room for students.

S1: In my case for example I am lucky because I have my own laptop but most of our colleagues don't; and we all know that if someone doesn't have computer skills, and no personal computer, it will be difficult to write the dissertation. ISCED Direction needs to wake up and see what is happening in other universities in the continent , not to mention Europe, otherwise they will say, Europe is another world. You cannot expect us to finish our dissertations on time if you do not provide us with the necessary tools that we need to go through this process. For example people say that Namibia is a poor country compared to Angola, but if you visit their University you will be astonished. Everything is in place and students have a 'study centre' or whatever they call it. Here we don't have a quiet place to stay and study; even for meeting our supervisors there is no place available; and then you call it a Faculty!...

S3: I agree with my colleague because we are studying under difficult conditions. We don't have a well equipped library to start with, and we don't have a computer Lab with internet and all that stuff. We are like separated from the world. Even our lecturers some of them cannot manipulate a computer and they do not have an electronic address, I mean e-mail. So if lecturers do not have enough resources available for them what about students? In my own opinion the top people should travel around the world (because there is money for that) and see how other countries are organised in terms of educational investment. A country can only develop if people are NOT literate and well trained in all the areas; the development of a country depends on academic qualification of the people.

S4: I must say that we are not here to criticise only. Things have changed, and they have changed for better. For example in 2002 there was no computer room, the library had a few books and most of them were old ones, and we didn't have the research methodology subject. Therefore these are signs of development; I am not a politician, and because I spent 8 years at ISCED to do my course I could perhaps be the most pessimistic person in this group. We need to understand that if ISCED is still here using these poor infrastructures it is not because the Director is "blind" and he cannot see; There are people above him. I know that he is struggling to find a bigger and better place for us but it has been quite difficult.

S3: yes, for example I know that the General Director is giving a budget to the departments to buy bibliography every year. This is a very good idea; and English and French specialities have already bought the first bibliography. Perhaps the problem will be the place to store and control them but this issue should be sorted out internally, within the departments.

I: Changing the topic again. In which skill did you have more problems in writing your dissertation, in reading or writing?

S4: I had problems in both reading and writing but more in writing; because when you know What you want to say you can write it down, (although not so clearly) and then the supervisor can ask you questions to find out what you want to say.

S1:For me I had more problems in writing and the writing skill has been difficult from right from the primary school when teachers used to ask us to write compositions. I just felt I didn't know how to start and how to finish my compositions.

S2: I don't really know in which skill I had more difficulties because they are like twins, you cannot separate them; before writing you need to write and for you to write well you need to conform with the standards of academic writing which in turn are acquired through the reading of academic standard texts. It goes like that joke about the hen and the egg; who came first?

S3:Perhaps we should assume that we have or had problems in both skills because over the course work we rarely were asked to read and write long pieces of work; But at this level we cannot wait for lecturers to tell us what to do all the time. So, I think that writing is only difficult because we do not have the habit of reading, reading extensively and intensively as we learnt from the teaching methodology classes.

I: Some lecturers are of the opinion that research report should be taken out from the course. Do you agree them?

S3: Whose decision is that? I do not agree because in our specific case this dissertation is like a passport for students who want to go abroad and continue their studies. In the case of English for instance we have had many students who went to UK to do their Masters degrees and they did it successfully. One of the examples are two "colleagues" who are now working in the department as lecturers. Therefore I do not agree with this idea, on the contrary things

must be improved so that our quality can be compared to the quality of other Universities in Africa or even in Europe.

S1:I personally think that the dissertation makes a big difference in our lives. After defending and being awarded the Honours diploma you feel like you are another person within the Society; even people at home, colleagues and friends tend to respect you more because they now you are now a [novice researcher]. Therefore dissertations must be kept as the final paper, the closing document of the course.

S4 :To tell you the truth the amount of knowledge I got from that experience cannot be compared to the 4 years of course work, (in my case almost 7). I learnt a lot during the process of writing my dissertation. As I told you I had the chance of having a good supervisor who had to teach me almost everything. What really needs to be done is to improve the quality of teaching and then the quality of supervision; Most of us have been complaining about the methodology used by some lecturers which is not the most appropriate; most of my colleagues are still struggling with their dissertations because of the ill relationship between them and their supervisors; the supervisors think that they should never been at ISCED and that there is no way they can complete their dissertations. I do not want to generalise but I think we have similar problems in other departments.

S2: Yes, problems are similar and in our department they are even worse; in order for you to complete your dissertation sometimes you need to pay a certain amount to the supervisor depending on your level of difficulty. It didn't happen to me but I know some cases very well.

S4: Adding to what my colleagues said, I do not understand why there is so much disparity between courses in terms of the curriculum. The thing is: we are all being trained as teachers but with the exception of teaching methodology and teaching practice the other subjects are different. Even within the same department you can find different disciplines for each course. For example all the courses should academic reading and writing. These two subjects are very important for the writing of the dissertation.

I: Before we finish our interview, please feel free to add whatever you feel is important.

S3: I'd like to thank you for choosing us to participate in your study. I think that your topic is very hot because I am sure it will make some lecturers "loose their business" and they will see you as "an enemy". But don't give up go ahead because the results of the study will certainly

help change and improve not only the dissertation writing but perhaps the whole teaching system at ISCED. I trust on you!

S1: I would like to say that we will be waiting for the results and for a copy of your book. Do not forget to give us a copy.

S4:I hope that one day you will become the Director of this institution, because you have vision, you have good intentions in mind and you want to resolve our problems; how many teachers [lecturers] are studying abroad, and what are their topics?

S2: I wish you good luck!

I: Let's close our interview. I really appreciated your availability and the contribution you gave me.

END OF INTERVIEW!

Appendix X – Type 2 Students' Interview transcripts

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
Researcher:Celeste A.G.E. Sambeny
University of the Witwatersrand
Johannesburg, South Africa
Contact: c.sambeny2010@hotmail.com; +27 784875846 or +244 926919911

Interview transcript with type 2 students (who are currently writing their research reports)

Date: 20/09/2012

I: Good morning everyone. Thank you for accepting to participate in this group interview. I hope you will give useful information for the present study. To begin I will ask you the following question: How many years did it take you to complete the course?

ST1: It took me 5 years and I never had subjects in delay. I started in 2002 then I stopped FOR one year due to some family problems and now, after three years I am writing my dissertation.

I: Why are you writing your dissertation only now, I mean, after three years.

ST1: Because I found a job that didn't allow me to study and I was out of Luanda.

I: Ok what about the others?

ST2: Well, I did my course in 6 years; I failed in two subjects in year two and another one in year 4. Because the subjects in year two were core subjects I had to repeat them and I could not move to the following year. So I started in 2000 and finished in 2006. Then I got a job in an oil company and as I was very busy I didn't start writing; I also got married and I you know it is only last year when I came back to write my dissertation and I think I will defend at the beginning of next year.

ST3: I completed the 4 years of course work with no problems. I started in 2003 and finished in 2007. I started writing my dissertation with Dr Adao but as we hardly met I lost motivation and gave up. After 3 years I came back and I am now writing with another supervisor, Dr Kuntondi. I am quite happy now but you know Celly after so many years out of school it is a bit difficult to tune in. But I will get there.

ST4: Well the course took me 8 years to complete, from 2002 to 2010 and I am now on the process of writing my dissertation. I intend to defend it next year hopefully. I have a good supervisor.

I: Do you think that the 4 years of course work are sufficient to prepare students for the writing of the dissertation?

ST1: I don't think so, because the way we are taught by some teachers we do not learn too much; on the other side we have so many social and economical problems that we are just trying to survive. But all depends on how much effort we make to succeed. We cannot just wait for the teachers to tell us what to do.

ST2: I think that the four years are enough to prepare us for the dissertation. However, the way teachers are teaching doesn't help students to seriously engage in the process of learning. Some teachers do not prepare their lessons. They just get into the class to justify the salary. If teachers teach us seriously in all the subjects the course will prepare us for dissertation writing.

ST3: I personally agree with what my colleague said too four years are enough provided that teachers work hard with us. The thing is that the four years are so easy and then writing the dissertation is so difficult. You feel like you didn't learn anything in your life and that you were just going to school for the sake of going… if I can say that. We used to memorise things in order to pass.

ST4: In my case, the four years of course work didn't prepare me for the writing of the dissertation. First of all I did not have the research methodology subject as my colleagues had; second, I failed or I had to repeat some subjects in year 2 and 4. This made me loose motivation because I didn't fail because I was a weak student but because the teacher did not like me. Then I had to stop for 2 years because of some family problems. So altogether the course for me was too long and it did not prepare me for the dissertation phase.

ST2: I just want to add something else… I think that all the teachers should make an effort to contribute to the production of their dissertations. I think that some teachers think they only have responsibility in the classroom but not to supervise. There are teachers who ask students to write the whole dissertation and bring it finished to them. It happened to my cousin in the sciences course. In other words what we do in the course the tests we do are not enough to prepare us for the dissertation.

I: So you seem to be bringing in another theme. What do you think about the assessment procedures during the course?

ST3:The way that we are tested is not the most adequate at least during my time of study; like I said before we used to memorise the content of the subjects in order to get high marks. Because the written test that the lecturers gave us consisted direct questions that required short answers. So we had to memorise if we wanted to get positive marks and some students, those who were lazy they used to cheat because the answers were so short and looking at one another's test was so easy for getting the answer.

I: What do you mean by direct questions?

ST3: By direct questions I mean those questions that have only one right question. Either you answer it as it is asking or you fail to get it right. But I was good at memorising so I didn't have so many problems.

ST1: I think that rather than giving us that type of tests teachers should give us complete forms of written work to do at home or in the library so that no one can cheat .Working individually and using the skills of reading, writing and thinking in practice is something were not asked during the course work.

ST3: Yes, I agree with you because writing a dissertation is like deciding things by yourself. You are no longer attending classes and meeting timetable schedule whatsoever. You are working on your own and this is difficult because during course work even the tasks you are asked to do are the same for the whole class; but now you must find a topic and the topic must be relevant and acceptable…err.. it is totally different. On the top of that you may have a poor supervisor.

I: What do you mean by poor supervisor?

S3: A poor supervisor is someone who lacks the skill of supervision, who knows too little for himself and who is not interested in helping the student.

ST4: For me, I think that what teachers do not want is too much work. I am sure they know all about what we are saying, but they do not have time to correct individual work, long essays or book reviews. The reason why the tests they design are always easy and fast to correct. Because they are busy working in more than two institutions, they are more concerned with gaining a lot of money than doing their job properly..

I: Let us now move on to research supervision: what problems are you facing in your supervision practice?

ST1: I have a good and bad supervisor. Good because he knows about the content of my topic and he has a very good relationship with me. However, it has been very difficult to meet him. Whenever we make an appointment there is always a problem with him and we have to postpone the meeting a day before the meeting or some hours before the meeting. Availability from the supervisor's side is my big problem.

ST3: To tell you the truth I don't have any problems. I have a good supervisor who is always available and ready to help me. Usually we meet at ISCED.

S2: Well I don't have problems with my supervisor but I had problems over the course. Going back to what we said about assessment I was never satisfied with the marks I did get in most of the written tests. The thing is that teachers take long time to correct our tests and when they bring them they just come up with the final mark but you never know where you did right and where you did wrong. And if you ask for clarification you will get in trouble.

ST4: In my own case I have a good supervisor, and I don't face any major problems like I did when I was doing the course. I must confess that perhaps my supervisor has more problems in supervising me because after so many years of course work may level of motivation is very low. But I am trying to do my best to get there and not make my supervisor feel down with me.

I: Let us change the topic a little bit. What about the materials in the library?

ST1: Compared to some years ago, there are some good books in the library now. And I go there quite often. I know that some students only go to the library when there is a need to do so; In my case for instance, I like reading, reading for information, and I never wait for the teachers to send me to the library. I not only go to ISCED's Library but to other libraries in town.

ST2: I also used to go to the library when I was studying and some of the books there were useful for me. I also like visiting other libraries in town. For example the Ministry of Education has got a good library where you can seat and concentrate on your studies; but most students from ISCED don't go there.

ST3: Yes, there are good libraries in Luanda. For example, I usually to go to the library at Institute of Languages and borrow books from there. They had even books written in English.
I: Talking about the library, what do you think about the computer room?

I: What do you think about the computer centre?

ST2:Well I think the computer room is only for students who are doing Maths. I tried to go there and work on the computer but they told me that the computer room was only for Maths students.

ST1: Yes the same happened to me. So in order for you to sort out the problem you must have your own laptop. Fortunately internet access is much better and you can access internet anywhere within ISCED's area.

ST3:what I would like to say is: First ISCED premises are not appropriate for the type of students being trained; Second the type of facilities offered need to be improve, especially the library and the computer Lab. We don't have enough space… er small rooms… like we are studying at primary school level. However we must recognise that some improvement has taken place and it's still in progress.

ST4: I agree with my colleague because we are studying under difficult conditions. We don't have a well equipped library, I mean the main library, and we don't have a computer Lab for all the students; But we must recognise that we have good teachers now and they are engaged in PhD degrees. In two years time our Department will be the number one at ISCED. And I am sure the quality of teaching and supervising will also improve. This is my own opinion.

I: Changing the topic again. In which skill do you think you have more problems in writing your dissertation, in reading or writing?

ST4: I have problems in both reading and writing but more in writing; when I pick up books I understand them as read them but then I cannot write down what I have read.

ST1:For me I have more problems in writing and the writing skill has been difficult for me right from the beginning of the course.

ST2: I don't really know in which skill I have more difficulties. Reading academic texts requires time and concentration and writing also. I think I have problems in both skills because they go together.

ST4:Perhaps I should say that I have or had problems in both skills because over the course work we rarely were asked to read and write long pieces of work; But we cannot wait for the teachers to tell us when to read or write. As a devoted student I have always a book to read. But most of the time I just read I never write about what I read unless I am asked to do so by a teacher.

I: Some lecturers are of the opinion that research report should be taken out from the course. Do you agree?

ST3: I do not agree because in our specific case this dissertation is like a passport for students who want to go abroad and continue their studies.

ST1: I personally think that the dissertation makes a big difference in our lives and being awarded a Diploma without writing this piece of paper would be meaningless.

ST4: To tell you the truth although I am struggling to get it done, I do not agree that it should be suppressed from the course. Perhaps we learn more in writing the dissertation than attending the whole course.

ST2: Yes, no matter what problems we face, the dissertation is something that students need o experience.

I: Before we finish our interview, please feel free to add whatever you feel is important.

ST3: I'd like to thank you for choosing us to participate in your study.

ST1: I would like to say that we will be waiting for the results of your study and see the changes that will be put in practice. We need this type of studies that deal with real and local problems.

ST4:I hope that succeed in your research and bring about some changes not just for ISCED Luanda but to other ISCEDs and Higher Institutions. Good luck Celly.

I: Thank you. I also wish you Good luck.

ST2:Good luck!

I: Let's close our interview. I really appreciated your willingness to provide me information. Thanks for your contribution. ***END OF INTERVIEW!***

Appendix W – Type 3 Students' Interview transcripts

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Interview transcript with type 3 students (who have not succeeded in writing their research reports)

Date: 13/09/2012

I: Good morning everyone. Thank you for having accepted to participate in this group interview and I hope that you will give the maximum contribution to this study. My first question would be: How many years did you take to complete the coursework?

STU1: It took me 5 years and I never had subjects in delay. I finished in 2008.

STU2:I started in 1999 and in 2003 I finished my course work.

STU3: For me it took me 6 years to finish course work because I had some family problems. I finished in 2002.

STU4: I also completed the 4 years of course work with no problems. I started in 1995 and finished in 1999. I could not write my dissertation because of my work; I did not have time and I think I lost motivation. I also got married and things got more complicated.

I: So you mean that you do not want to write your dissertation ?

STU4: No, I want to write it and finish it. I know that things have changed a lot and I am working on my research proposal but I have some problems because of the long period without studying.

STU3: Well the course took me 6 years to complete, and although it has been almost 10 years since I finished my course work I am now writing and I am quite happy.

I: Do you think that the 4 years of course work are sufficient to prepare students for the writing of the dissertation?

STU1: I don't think so, because in the first and fourth year we have a subject called research methodology and this subject is very helpful, but the teacher was not so good; also. The academic writing and reading subjects are also good subjects but I think teachers need to give us more work to do. I mean more practice.

STU2: I also had academic reading and writing but they were not so helpful. The problem Celly is that in the past some teachers were not so serious as they seem to be today but this is my personal opinion, also with internet and all those things the situation has changed and the Department is better organised now. I think the only problem is the way subjects are taught; Our lecturers did not give us activities to practice; even in the other subjects lecturers hardly set up activities that require students to put their knowledge, the knowledge they have acquired from the course, in practice.

STU3: I personally agree with what my colleagues said. I also had the opportunity to attend the academic reading and writing subjects but they were quite theoretical. What students need is to practice, to be prepared for dissertation writing and some teachers just forget about this. Therefore I do not think that the course work prepared me for writing the dissertation. What happened in almost all the subjects in the course is that we used to memorise what was taught in order to succeed in the written tests. Writing a dissertation only came into my mind at the end of course work. During the course I only tried to get positive marks in the tests but I never cheated. So I thought things were going to be as easy as in the course work , but unfortunately they weren't.

STU4: In my case, I can say that the four years of course work didn't prepare me for the writing of the dissertation. First of all although I had good teachers and the subjects that would prepare me for dissertation writing I think that I was lasy and I just tried to get positive mark as to make me pass and not fail. You know Celly the problem is that when you are studying you are just thinking about the results from the tests you are doing. Dissertation writing is something you never thought about and all of a sudden you have to write it and you are not ready yet because the course was so theoretical and teachers never remember you about that. For example I heard that students are now writing their research proposals in year 4. This is good because it means something to dissertation writing. Well in the past we had more problems and teachers did not care about students, even feedback from the tests was not given, and students were afraid of approaching some teachers especially the ones who were famous of making students fail. This is my own opinion.

I: So you seem to be bringing in another issue. What do you think about the assessment procedures?

STU3:The way teachers used to assess us I think it wasn't the most appropriate one; like I said before we used to memorise the content of the subjects in order to get high marks. Because the written tests that teachers gave us consisted of questions that required you to memorise the content. So we had to memorise if we wanted to get positive marks and some students, those who were lazy they used to cheat because the answers were quite short.

STU2: In my case for example I had a problem once because the way I answered the questions was not the way the teacher wanted; as a result I got a lower mark. But the teacher admitted that my answers were right. As there was no feedback I don't know how satisfactory my answers were

STU1: I think that rather than giving us that type of tests lecturers should give us complete forms of written work to do at home or in the library so that no one can cheat her or his colleagues work and students could get used to working individually and employing the skills of reading, writing and thinking in practice. But tests are also necessary to check students progress.

STU3: Yes, I agree with you because if you get a negative mark in a test you don't know where exactly you failed. You just know the mark the teacher gave you, Some teachers don't even give our tests back. They say they will need them in future, I don't know for what… Therefore I think that feedback is needed especially for students to see whether the teacher is being fair or unfair to students.

STU4: For me, I think that because our classrooms at ISCED are big; and lecturers are working at more than 2 Faculties what they do is avoiding too much work. I am sure they all know essays and assignments but they want to make their lives easier by setting up tests which are easy and fast to correct..

I: Let us now move on to the library resources. What is your opinion about the resources in the library?

STU1: I think they are more diverse than in the past.

STU3: To tell you the truth things have changed a lot. We have books in the main library and the small library from the Department. We cannot complain about lack of materials now

STU2: Well as my colleague said there is lot of improvement. There is plenty of books in the three libraries, perhaps what teachers need to do is to set up activities for students to go in the library and read books and learn how to find a book in the library and write references…err you know Celly there is a lot to do because we all come from different learning contexts and institutions

STU4: I totally agree with my colleague and the teachers who supervise old students need to take into account that they lack knowledge in some subjects and also they need some extra support.

I: What do you mean by old students and what kind of support do they need?

STU4: By old students I mean those who just like me finished their course work some years ago and therefore they need to be tuned in if can say that; you know it's like starting from the beginning again Celly. We really need extra support..

I:. In which skill do you think you need more support? In reading or writing?

STU4: I have problems in both reading and writing but more in writing; because even in Portuguese I feel that I have many problem in writing.

STU1: For me I have more problems in writing and the writing skill has been difficult for me since primary level. You know Celly, writing is different from reading because in reading you just bread and try to understand but in writing people need to understand what you wrote.

STU2: I don't really know in which skill I have more difficulties because , you cannot separate them. However, academically speaking I would say I need to improve my writing skills.

STU3: To me this is a difficult question to answer because throughout the course we never did real academic reading and writing. Perhaps we should assume that we have problems in both skills. And these skills are the most relevant for writing our dissertations.

I: Some lecturers are of the opinion that research report should be taken out from the course. Do you agree?

STU3: Although I am struggling to write it I think people cannot take it out from the programme.

STU1:I personally think that writing the dissertation helps you check yourself how good you are academically speaking. I respect my colleagues you could succeed within short time and I think I will get there this time and feel the same as they did. The four years of course work do not tell us how good we were or are. I know that in some course students don't write dissertations but they still write something based on real practice like in Medicine courses.

STU4 :In my own opinion if someone wants to get the degree of Honours then that person needs to reach the end and the end is producing that piece of paper.

STU2: yes, we know that there are large numbers of students struggling with their dissertations but we need to fight hard to get there problems are similar and in our department they are even worse; in order for ….

I: Before we finish our interview, please feel free to add whatever you feel is important.

STU3: I'd like to thank you for choosing us to participate in your study. Please think about students who are out of the system not knowing what to do. We believe you will find a good solution.

STU1: I would like to thank you also, your study is very interesting because you are trying to find a solution that lasts for long years and needs to be minimised.

STU4: Celly I trust you and I know that one day the number of students who did not complete their dissertations will be reduced.

STU2: I wish you good luck! I hope that your results will bring significant changes in the institution. : I wish you good luck!

I: Let's close our interview. I really appreciated your availability and your contribution to the study. See you when you see me

END OF INTERVIEW!

Appendix Y – General Subject Lecturers-GSLE- Interview Transcripts

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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General Subject Lecturers-GSLE- Interview Transcripts

Date: 03/10/12

I: Good morning and thank you for accepting to participate in this study. As you might know the aim of the study is to investigate our students lack of success in producing their research reports, the so called dissertations. I think that we can start our interview. As my first question I would like to know about your opinions about the 4 years of course work, regarding the curriculum and the general organization of the course including the mode of lecturing. To sum I want to know whether the four years of course work prepare sufficiently students for the production of their research reports.

GSLE1: If you look at the content of the curriculum across the four years you can say yes the course prepares students to the writing of their dissertations; however the content itself doesn't prepare students to get the skills they need to write their thesis. Therefore we need to look at the teaching process, I mean, the way teachers and students interact in the classroom, the type of activities and tasks students are asked to perform and also the type of tests they write. You know, it is very productive to stop from time to time and get students work with each other on something. The curriculum is fine, and teachers are all qualified to teach. What seems to be missing is the right methodology at this level of study. The students individual effort and educational background is also very relevant in the process. However this is another story. it is the academic writing lecturer's responsibility to teach writing as a skill, as an academic skill at university.

I: What do you mean by students' educational background and what influence does it play in the students' progress?

GSLE1: By students' educational background I mean the type of level they bring when they join ISCED. They come from different institutions with different specialities except those from INE who were trained to be teachers.

GSLE2: I agree with you because our classes are so heterogeneous that sometimes it is difficult to work with a group of students especially in year 1 when they have to adapt themselves to the new level of education. I think that there is nothing wrong with the content of the curriculum. The curriculum is well organised and it has been revised for several times to meet the demands of the course. Subjects such as introduction to research methodology have been added to the curriculum although I don't agree that the subject should only be taught in year 1 and 4. I think that there is a big gap in between and in my own opinion the subject should be gradually taught in the four years culminating with the production of the dissertation in year 4 if I am not being too optimistic.

GSLE3: …because the level that students bring to the classroom is too low… As a result students wait for the lecturer to say everything because they think lecturers know everything. Sometimes you need to tell them to take notes of the material…but I try to stage my lessons, and play the role of a guide in order to help them learn.

GSLE5: You know Celly, teaching is based on conversation between the lecturer and students; the classroom is a learning community, where all members of the community need to interact among themselves. Students are what lecturers want them to be, all depends on us.

GSLE4: For me I suppose I use the traditional teaching method, what some people would consider to be chalk and talk. If you get in the classroom waiting for students to ask questions and come up with ideas about the topic then forget it. It will be the end of the lesson and a waste of time.

I: So in your opinion if research methodology is taught in the four years students can get their dissertations done at the end of year 4. Is this what you mean?

GSLE2: To some extent yes, because there are some students who have shown that in 6 months they can produce their dissertations. Of course we cannot expect all of them to make the same progress at the same time; but the number of students concluding their work could increase drastically. Just because students have academic writing we cannot close our arms and assume that students know how to compose an acceptable piece of writing. We could and…should help students to produce academic written pieces of paper.

GSLE3: If we spend time teaching students how to produce a text within the academic requirements, we will not have time to teach the content of our subject. That is the reason why students have specific subjects to teach them how to read, write and do research. Everyone is aware of that…I am sorry but we shouldn't feed other peoples' monkeys.

GSLE5: Content subjects lecturers have the main responsibility of teaching students how to do things but this does not prevent other lecturers from helping students improve their academic literacy practices…especially because our students join the institution with a very low level of proficiency.

GSLE 4: I think that the assessment procedures are also another key factor. If we consider the assessment practices as a reflection of the teaching practices then we probably need to change some teachers assessment practices. The way we test students is very simple and easy to cheat from their colleagues. Unfortunately they cannot cheat in writing their dissertation, unless teachers are assessing the product and not the process.

GSLE 3: Yes and we must not forget that most of our students are adults and therefore they work somewhere and they have families to support. Most of the time they don't have enough time to study, to investigate, to spend hours in the library and think. For regular students the situation is different they have enough time to investigate and they spend more time at the University rather than at home.

I: What about the library resources? Do you think the library is well equipped to meet the demands of students investigation?

GSLE5: To some extent yes, the library is well equipped and we also have our own library and there are plenty of books recently written books some from 2011 and 12. The problem is that our students don't have the habit of reading. They only read when they are asked to do so or when there is an assignment that obliges them to go to the library and pick up books for consultation. Sometimes it is important for students to get some preliminary input about what the theory says regarding the topic under study, in that case, the lecturing mode applies. It is also important to have some visuals for students to both see as well as listen. In my classrooms I use power point slides and I think that this way of teaching encourages students to participate in the class. Of course you cannot expect all the students to perform at the same level of knowledge but they do participate.

GSLE3: Yes, I totally agree with you, that students only read when they are asked by the teachers. But we cannot blame them because there are also teachers who don't read. Even when they are given something to do before the lesson they never prepare the material and when the teacher asks questions about that material they just do not say anything because they did not read and prepare it. Sometimes you find that in a class probably one or two students have read the text and can engage with you, so that is why I say that I mainly use the traditional lecturing mode. I just use power point slides to guide me with the key points of the discussion and help them take notes.

I: So, you seem to agree that the tradoditional model is the most preferred one.

GSLE 3: Basically speaking yes, I think that the mode of lecturing we are mostly using is the traditional one where we transmit the knowledge and ask some questions to check students' understanding.

GSLE4: I agree with you that the mode of lecturing is the traditional but this does not mean that we do not know about other teaching methods. There are many things we are not doing , for example going with the students to the library and show them how to find books on the shelves etc

GSLE 1: In fact this is true, I agree with you because the library is there, and it has always been there. What needs to be done is to update the materials…they are quite old I think. In that case I think that teachers need to encourage students to go the library and read books for whatever purpose; even if it is for pleasure it will be helpful for them because most of them come from educational institutions where teaching is very bad; and we need to to help them change their minds, that they are at University level and not college level. And at University level one of the key learning aspects is doing research of different types.

GSLE3: We must remember that one of the problems that the institution is facing is lack of space; there is no space for anything. Classrooms are not enough the library is too small, there is no place for students to sit and concentrate on their studies…and on the top of that we are enrolling new students year after year.

GSLE2: In my own opinion what needs to be done is to close the institution for an academic year to wake up decision makers and raise their awareness for the need to find a bigger place for this institution which is training teachers for all educational levels but no one is giving it the place it deserves in the society.

I: What about the ICT room?

GSLE1: We have a computer room with a few computers there I don't know how many but that room is used for classes to Maths students; we have students who are still computer illiterate and who don't have electronic mail. It is sad to say that but this is our reality.

GSLE1: To me, as long as I am concerned there is no computer lab whatsoever at ISCED…what does exist is an ICT classroom for math's students to practice.

GSLE4: We must remember that what we are calling a computer lab in fact it is a classroom but just for a specific group of students…thus, I think that there is a need for setting up a computer lab just as in many universities in Africa, not to mention in the world.

GSLE2: In fact that computer room is not being well explored. Even the computer lessons seem not to be administered by trained teachers. I think we are not taking advantage from it. Students have more theory than practice. I think that rather than teaching theory students need more practice, they need to know about practical things such as how to organise a power point presentation, how to access books on the internet and so on. Things they will need in producing their dissertations.

I: You spoke about the production of dissertations. What do you think about the supervision practices at ISCED?

GSLE1: As you know there should be a good relationship between teachers and students. However this is not always the case. There are situations where the student needs to change the supervisor either because of the relationship (not good), or the supervisor not available or many other aspects implicit from the process.

GSLE3: Yes I know a case in another department where the teacher refuses to supervise students because he says no one will pay him for that.

GSLE2- There are also some instances where the problem is too much work. There are teachers who work at more than one institution and don't have time to supervise.

GSLE1: But most of the problems are related to the late feedback from most of the teachers at ISCED in all departments, and our department is also part of them. There are even cases when a student needs to be allocated another supervisor because the one they have is not responding.

GSLE3: Frankly speaking what happens is that sometimes students complain for the late feedback from teachers; ok this is fine; but the opposite is also true; there are students who disappear for long time and when they come back the teacher doesn't remember the content of the work; and this is time consuming from the teachers side.

I: Let us change the topic a little bit. In which skill do you think students are facing more problems, reading or writing?

GSLE5: For me they have more problems in reading; reason why they cannot write.

GSLE2: I think they face more problems in writing, I mean writing academically. The thing is that students most of the time they have an idea of what they read and they may understand what they read; the problem is how to put those ideas on paper.

GSLE3: If students have problems in writing in Portuguese would you imagine writing in a Foreign Language? I don't know how academic reading and writing subjects are being addressed to students but it is my feeling that more practice is needed.

GSLE1: Well my opinion is that the subject is being very well taught. The problem is the type of knowledge background students bring to the course and their individual effort to learn. We should not blame teachers at ISCED but teachers from the previous levels because students have problems in all the skills; they have problems to speak, to read, to write, and to listen. We should also blame students who seem not to be interested in progressing in their courses; it looks like they are children and they are coming to school by obligation.

GSLE4: The main problem is that students join ISCED with a very low level of proficiency in the four language skills and they find the new learning environment where everyone has to struggle to find his or her own way out. In addition to that, general subject lecturers do not worry too much with contributing to other subjects' knowledge, such as academic reading and writing and research methodology; So how can we expect students to improve if we teachers do not seem to contribute or to promote this improvement?

GSLE6: We should not be afraid of saying that after four years of course work most of the students are still the same as from the first day they entered ISCED. If this is true, what are we doing then?

GSLE5: I think that the department needs to start assessing lecturers work. He thinks that most of problems derive from the lecturers, and that lecturers sometimes do not perform their job properly.

GSLE2: I agree with you and on the top of that some workshops and general discussions among teachers should be implemented in order to find out possible solutions.

I: Do you mean that students enter ISCED with very low level of Knowledge?

GSLE1: Yes because all the problems students face at higher level is due to the shortcomings from the previous level. Students enter ISCED lacking the very basic language skills. As a result we need to double the efforts to help them reach the desired level. Think about the kind of product we receive at the admission phase and the product we get after the four years of course work. Perhaps we need to rethink the admission process. I favour an educational policy where all students have the right to study but in order to enter Higher education we need to set up a placement test or whatever you can call it.

GSLE4: The starting point of the students is very important. What a lecturer is able to achieve depends very much on the students that s/he gets. In most of the classrooms students have incredible difficulties in reading, and writing, they hardly ask questions in the class, they never ask for clarification and they believe that they must be told everything. They also lack initiative and with this kind of student it is quite difficult to move a step ahead.

GSLE2: In fact students level when they enter ISCED is very critical we must admit; however we cannot admit that after 4 years of course work students still make the same mistakes. There might be something wrong with the teaching at ISCED. If you pick up some finished dissertations you will see that students still make basic mistakes such as verb tense use, bad punctuation, wrong adjectives use, lack of cohesion in sentences and paragraphs construction and so on.

I: So what should be done to help minimise these problems?

GSLE2: This requires a joint effort from primary and secondary schools together with the University. The government also has a decisive role to play in finding solutions to the problems. On the other hand the government should provide good working conditions for both teachers and students, and offering opportunities for in-service training at all levels, as well as investing on books and other materials.

GSLE5: I totally agree with you and the specific case of research supervision there should be a in-service training course for supervisors, because supervising is teaching at higher level of abstraction.

GSLE4- I just want to add something to what has been said. ISCED i functioning on premises that look like Primary level premises. We cannot expect students to do proper research at a place where there are no favourable conditions to work. Teachers and students come to ISCED everyday for the single purpose of teaching and learning. We don't have a reading room where silence is the first pre-requisite. Students don't have a place to seat and concentrate on their studies. If you go to the neighbouring countries you will see how organised they are. They have huge libraries, huge study rooms, where you get in the morning and forget the world outside. I think we need to re-think ISCED and set up proper working conditions if we really want to think about research and investigation and place ourselves among the best Universities in Africa.

I: Do you agree with the abolition of the dissertations as the final assessment?

GSLE2: To abolish? How come? In order for us to abolish the dissertation we need to find something to replace it. In fact most of the dissertations here produced are of low quality. But I don't agree we should take it off from the curriculum, on the contrary we must keep it and increase the level o demands.

GSLE5: Well I would suggest some changes instead of abolishing it. I think that the way the curriculum is designed is ok and asking students to write their dissertations is normal. The problem seems to be embedded in the system, the way we teach, the way we test our students, the way we supervise them....who are the supervisors, how committed are they, what kind of knowledge do they have, how much experience do they have, etc, etc. Because there are students who succeed in their studies abroad (in England) and they did very well in their Masters' degrees. Therefore we need to improve the quality of the product and not suppress it.

GSLE3: I totally agree with you because this is the first time the student is asked to work independently. Therefore we need to improve what we do and not make things worse. However, One of the problems I am facing is that students seem to not have time to concentrate on their work. You see them once and then they disappear.

GSLE4:The problem is that most of the time students do not have difficulties in writing but in finding time and concentration to write.

I: I think we are almost at the end of our interview. Just one more question: What can we do to increase the number of students finishing their studies?

GSLE2: I think we should re-think the curriculum and teach research methodology in years 2,3, and 4 in such a way that at the end of year 4 students will have their work finished or almost finished. By doing so problems with anxiety, stress and pressure will be reduced and the 5th year will just be for the final corrections and submission of the dissertation.

GSLE1: I think that's a good idea. The curriculum also needs to be revisited and lecturers who are teaching the content subjects should be more demanding and responsible for the subjects they teach because we need to admit that some lecturers are of the type of 'laissez-faire, laissez passé' and sometimes students are not the only ones who should be blamed.

GSLE3: Yes it would be a good idea. In fact that would allow students not to see the dissertation as another stage in their studies but as a component of the same system.

GSLE5: However, I think that we cannot expect all the 45 students to succeed in the same final year but we need to look at ways of reversing the numbers, by getting the failure numbers to become the passing ones and vice-versa.

GSLE2:Yes and I think that if lecturers continue doing the students job for personal or economic reasons, whatever reasons, it will be a big mistake; we will send to the market individuals who are not prepared to perform their jobs properly

GSLE4 students are most of the time so stubborn that you ask them to make corrections and when they bring the updated version the text is exactly the same I think that we would need to raise all teachers' awareness for the need to contribute to the writing of the dissertation in their subjects. They should see writing the dissertation as part of their teaching too; not just the academic reading and writing and the research methodology teachers. But I must confess that students are most of the time so stubborn that you ask them to make corrections and when they bring the updated version the text is exactly the same thing.

GSLE5: in fact that is true students are very lazy and as soon as you ask them to correct things they feel like it will be hard work and then they try to change supervisors or they just give up.

GSLE3: But we are not talking about ourselves. We also have some responsibility for what students do. I think that there is a need for lecturers to work together and not see their

subjects as single subjects that have nothing to do with other subjects. All subjects are important and should contribute to the training of the students for this final assessment which is research report writing.

GSLE4: The main problem is lack of research practices and lack of reading habits associated with academic writing. Students can hardly write they can hardly find arguments and provide counter arguments, they do not know how to structure a research proposal let alone the research report. So in my opinion most of the difficulties faced in supervision practices are due to students' lack of knowledge on how to do things and some teachers are not good supervisors; I have had students approaching me to help them; supervision is complex, the way you provide feedback, the way you talk to the student, your motivation to supervise, and so on and so on. Training, any type of training, whether in the area of medicine, education, law etc. requires first of all qualified trainers, and we need to think carefully about our position and responsibility in all this process. Therefore students need to be gradually introduced to the type of assessment they will encounter at the end of course work. The research report writing should be viewed as an extension of the teaching learning process based on the assessment procedures throughout the course.

I:Talking about assessment procedures. What do you think about the traditional tests which are still being used by some of our colleagues in detriment for instance of other ways of assessing students such as through book reviews, essays or assignments?

GSLE1: Traditional tests are and will always be useful. Although all the procedures are important the individual test is the one that gives the real picture of the students' level of performance. But it depends on the teacher to decide what to do.

GSLE4: Yes the teacher creativity is also a key factor in the classroom. For example group discussion is also a very useful assessment tool in that it helps teachers get to know their students better, their level of participation in the class and it encourages shy students to speak and contribute to the lesson. Apart from that and according to my own experience it is very helpful to sometimes ask students to write on something and then ask them to presented and discuss what they have written with colleagues in the class. When students discuss topics they are likely to learn them better and be evaluated without realising that

GSLE3: But sometimes asking students to work in groups does not help so much most of the time it is only one or two members of the group who do the whole work but in the end the mark is attributed to the whole group which is not fair.

GSLE4: To resolve this problem what I usually do is: on the day of presentation each member of the group has to say something and the individual presentation is also assessed by the lecturer. So what she does is to allocate a mark for the written work which is the same for all students in the group and an individual mark for the oral presentation and then she works out the average mark; students end up with different marks.

GSLE3: But we cannot trust students because most of the times they ask someone to write it for them so as to get a high mark.

GSLE4: If we take assignment writing as a process whereby students will need guidance and support from the lecturer, if they present it orally to the class, then you should not doubt about their competence to write it

GSLE1: you know Celly I still think that due to all the mentioned constraints, the traditional kind of assessment is still the best one.

I: What do you mean by that? Do you mean that the traditional test prepares students for the writing of the research reports?

GSLE1: No it doesn't! Of course not. The research report writing is different from writing a test. However I think that writing a test helps check whether students have achieved the content of the subject or not. The research methodology teacher is the one who is responsible for research report writing.

GSLE4: in my opinion if all teachers thought that their subjects were going to contribute to research report writing, then the teaching learning process would have been different and the assessment procedures also. What I think is that there is a need for the Department to set up a meeting and discuss new ways of engaging students in all the subjects in a way that will equip them, automatically, with the skills they need to perform this high level skill which is research report writing. The problem is that neither teachers nor students have ever thought about the research report before completing course work. But we are all 'highly qualified academics'. In my own case for example I assess my students through developmental portfolios and I

think that portfolios assignments help improve students writing skills and make students reflect and check their own progress.

I: what should be done to improve the supervisory processes then?

GSLE1: First of all we need to improve the teaching of the content subjects, subjects that are expected to equip students with the tools they need to produce their research reports, second we cannot wait for the end of course work to ask students to write their research reports, in any subject they are teaching, lecturers can help students detect problems and see if they are researchable or not, and if they are students can start thinking about them.

GSLE4: I do not know why should wait for content subject lecturers only to resolve the problem. In fact I agree with you because I have helped many students with regard to finding a possible topic or problem. It does not take so much time; it happens unconsciously as you teach them and discuss things in the class. You see Celly, one of the best ways to help students find something to work on is from the assignments you set up. You always select the best and encourage them to continue investigating on what they have done.

I: Before we finish can I ask you if there is something you would like to say?

GSLE2: Well I think everything has been covered.

GSLE3: Yes I think that the debate was good and covered most of the issues related to the topic.

GSLE5: In my opinion, rather than admitting students from other schools we should give priority to students from the teacher training colleges who at least have some experience in teaching and therefore will be more or less familiar with the teaching learning practices at our Institution. I would like to say that this topic is very interesting. I personally can't wait to see the results of the study. Thank you very much.

I: I am the one who should thank you. Thank you for you collaboration and time spent with me.

END OF INTERVIEW

Appendix Z – Content Subject Lecturers-CSL- Interview Transcripts

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Content Subjects Lecturers –CSL- Interview Transcripts

Date:10/10/12

I: Good morning everyone and thank you for accepting to participate in this study. As you might know the aim of my study is to investigate our students lack of success in producing their research reports, the so called dissertations. The number of students concluding their research reports is not yet satisfactory. I think that we can start our interview with a reflection on the lecture delivery mode. Do you think that the traditional mode of lecturing is contributing to students ability to write their research reports? To put it another way which mode of lecturing do you use most and why?

CSL7: The type of students I am with cannot be expected to react positively to what I say in class. Even when I ask them questions they feel apparently shy to respond and this makes my life difficult. I think most of us are facing this problem and therefore you need to transmit the knowledge first and then ask them questions about the material taught. I am aware of the different approaches to teaching writing but unless you do not provide students with some input first you won't be able to teach them.

CSL9: Well what I usually use to sort out this problem is: I use a combination between the traditional approaches to teaching and the more interactive lessons based on discussion and exchange of ideas.

CSL10: For me my subject requires a teaching process whereby after transmission one needs to get students practising what they have learnt. But this is not so easy as it sounds. Most of the time, students just can't cope with the exercises either because they were absent in the previous lesson or because they didn't understand the material. And as our colleague said they do not have the initiative of asking questions to the teacher.

CSL8: Well for me things are a bit different because I am using the traditional, one-way transmission approach as the main method of teaching together with some group discussion and practical exercises to apply theory into practice. But I must tell you that this is something very difficult to do because of the students level of participation.

I: What do you think about the library resources and how adequate are they in preparing students to write their research reports and not only?

CSL8: The library has got some good books but there is something missing; what really is missing in the library are good librarians to support students when they are there. But I still think that the most important thing that needs to be done is to ask students to go to the library. Practice makes perfect as someone said; and students constant frequency in the library will help them find their own way out, with or without the support of the librarians.

CSL10: I agree with you all when you say that the library has some good books; I also agree when you say that there is something missing, good librarians to support students when they are there. But asking students to go to the library alone does not teach them how to approach and find bibliography. Students need to be accompanied into the library and they also need to be shown how to go about finding a book. I think that there is nothing wrong with the library and the resources there, students must have a purpose; I also think that what is needed is more space and appropriate conditions for teachers and students to work.

CSL8: Actually you are right; lecturers sometimes want to accompany students to the library and teach them how to locate materials in it but when they get there the room is full.

CSL7: I agree with everything you said but we must not forget that unfortunately everything seems to be 'abnormal' at ISCED. The infrastructure is too small the working conditions are poor and I do not feel myself comfortable in sitting in that library. Even the furniture is uncomfortable, but the books are there and students can go and sit for some reading or borrow them and take them home.

CSL9: In fact, the library is too small and there is no space for us to work with students or even for more books to be placed on the shelves, I mean the new books that could be bought.

CSL10: Frankly speaking I think that when it comes to research there are not new or old books, all books are valid and they have some important information. To me, what is needed is a bigger place for the institution to work peacefully. We need to take into account that when

ISCED courses started the mission of the Institution was just to cater for in-service teacher training courses. These premises are not ours they belong to the Intermediate school next to us. Therefore I think it is time we moved out of these premises.

CSL8: Celly can I just say something? Rather than criticising what we have I think we should start thinking about how to make use of what we got. Provided that students have time to go and sit in the library with the support of the librarians to find what has been recommended by teachers, the library is adequate for those purposes.

CSL9 &CSL7: Yes

I: Now that we are talking about the library let us move to the issue of the computer Lab. What do you think about it?

CSL8: Celly the computer Lab does not exist as such; even for Maths students who were supposed to use it, it does not exist. What we have is a small classroom with some computers inside.

CSL10: I do not know what you mean by computer Lab. Celly. As far as I am concerned there is a classroom which was set up as an ICT classroom for Maths students who have ICT as one of the core course subjects. The ICT people, I mean teachers, who are in charge of the computer room lack some training, the computers need maintenance, and there are just a few computers perhaps less than half a classroom.

CSL7: I think that just as with the existing library, the institution needs to put in place certain conditions in order to establish a proper computer lab, and find trained people to work there. But I know that the Direction of the institution is implementing efforts to resolve the problem. Unfortunately our local governors do not see the role of ISCED within the Angolan society.

I: Moving to research report writing I want to ask you the following questions:

In your opinion why do students fail to write their research reports?

What can be done to help them complete their research reports on time?

CSL9: Generally speaking, there are many factors contributing to that problem,

- First the four years of course work are not sufficient to prepare them to write the research reports,
- Second lecturers take the easiest way to teach and assess students and students don't make any effort to study and get a pass mark,

- Third research supervision has got many problems that need to be discussed in a workshop, finally students are very lazy.
  I: what do you mean by students being lazy?

CSL9: I mean that they are not devoted students; apparently the only time they do some mental effort in their studies is when they are at ISCED in the classroom. They are lazy because they find the tests easy to complete and sometimes easy to cheat. This is my own opinion.

CSL10: I do not know what problem our students have. Just to give you an example, sometimes you set up a homework for them and you give them a deadline; when the handing day comes they come up with funny excuse such as: I don't have a computer or personal computer at home or I did not have electricity for the past few days, etc etc. So, I am facing serious problems with the subject I am teaching because after a whole year students cannot produce their research proposals and the teacher is the only one blamed. No one understands what is happening. For me, the problem does not lie with the teacher but with the students who come from educational institutions where everything was easy that they succeeded without learning anything. And now the problem is the lecturer who is in charge of the research methodology course… well this is very serious and I think I am going to stop teaching this subject next year.

CSL7: No one should be blamed for the fact that students cannot produce their thesis after completion of their studies. What people need to do is to look at the entire system and see where the problem actually lies. We need to re-think the entry exams' policy and procedures and who are the students that we are receiving, because what is happening and at ISCED is that after trying to find a place at other institutions, students get a place here. So ISCED is the last but not only institution that students look for in order to continue their studies.

CSL10 Unfortunately the educational policy in our country favours the inclusion of all individuals in the system independently of their educational background or the marks they get in the entry or admission exam.

I: So do you think that the research report should be kept as the final assessment for students to get the degree?

CSL9: yes, writing the research report is a very good experience that students need to go through. What needs to be done is to improve the quality of teaching in all the subjects and

engage students in more highly demanding cognitive tasks, so that by the time they start writing their research reports they won't have major problems in so doing.

I: Let us change the topic. What about the assessment procedures. How do you assess your students? Do you think the way we are assessing students is contributing the writing of their research reports?

CSL10: You know Celly, there are various types of assessment we can use and practice with our students. To me, all the procedures are important and the individual test is the one that gives the lecturer the real picture of the students' level of performance.

CSL8: Yes I prefer the individual test because it gives you the real picture, the amount of knowledge the students has acquired from the course.

I: You mean that other types of assessment do not tell you about the students' progress.

CSL7: No I think that what he wants to say is that it is quite difficult to attribute marks to students when they are doing group discussion.

CSL10: And on the top of that individual tests do not have this type of shortcoming, also if a lecturer does not set up individual tests how will they assess students? And who will be judged and questioned by the department? We also suffer from some pressure from the department.

CSL9: And there is also the issue of students marks disappearing from the academic department, and if you do not have students tests to justify and provide the lost marks how are you going to sort out the problem? Unlike individual tests, the other types of tests are difficult to mark and time consuming. However group and individual work is very fruitful because it prepares students for the type of work they will be doing when writing their research reports.

CSL10: With permission of my colleagues I must say that we know that individual tests do not prepare students for research report writing but they somehow contribute to the process. What we need to change Is probably the type of questions we ask. Because we are very busy people. We cannot waste time. Time is money. Do you understand what I am saying?

I: In your opinion, in which skill do students have more problems when undertaking research and writing their research reports?

CSL8: According to my own experience, and after supervising so many students, I think that students have problems in all the skills; they have problems with reading, writing, and doing research, I mean research methodology.

CSL10: Just to put it clear Celly, the subject I teach, which is research methodology depends very much on academic reading and writing, as there are practical issues that need to be tackled within the subject itself but if students are poor in the skills of reading and writing they will not go anywhere and once again he emphasised that people cannot just blame the research methodology lecturer for the students failure to produce their research reports.

CSL7: The problem seems to lie in the fact that students join ISCED with a very low level of competence in all the skills. As a result they cannot cope properly with the demands of the course they find at the institution.

CSL8: yes I agree with you. As a result they fail or they pass with very low marks.

CSL9: In addition to that, most of the low marks that students get are usually negotiated behind doors and they turn up into 10s and 11s. And then students pass…you know what I'm talking about…

I: so what can be done to improve the teaching of these three subjects to meet the demands of research report writing?

CSL7: I think that all lecturers should contribute to the empowerment of students in that field of academic writing and research supervision should be looked at more seriously.

CSL8: I think there is an urgent need to train supervisors.

CSL10: yes training supervisors is very important because being a supervisor is not the same as being a teacher. This the reason why there are highly qualified lecturers some are holding MAs and others PhDs but they cannot supervise properly. The most important is that the conditions have been put in place and are still being created; therefore, I think that what needs to be done is just to improve the quality of our teaching and stop blaming content subject lecturers for the low level of final year teacher trainees. We are a team and our goals are the same to train our students and help them reach their goals which are to produce the dissertation.

I: Changing the topic again, what kind of difficulties they usually face in supervising students?

CSL8: I do not face major difficulties, but that kind of difficulties which are inherent of any process of supervision.

CSL7: As far as I am concerned, I do not have problems or difficulties but the students do, because it's their work, their responsibility and the whole process depends on their own progress. …..

CSL9: This not a primary or secondary school. This is a higher teacher training institute. Students cannot come here to abuse of our good patience. it is the students who face difficulties, not us.

CSL10: Well in my opinion the difficulties are faced by students, not by the teachers; we have already finished our studies. However, some of the problems I have encountered are:

- First students are quite irregular in keeping up the planned meetings,
- Second, they sometimes come with empty hands , with nothing done from what has been asked in the last meeting, with a lot of excuses, and
- Finally I have, most of the time, to correct the language for the students and this is time consuming if one thinks about a lecturer supervising more than eight students.

I: What would you suggest to improve the situation then?

CSL9: In order to improve the situation I think that the number of supervisees needs to be reduced to three per lecturer, and there should be a deadline for students to complete their research reports.

CSL7: Yes, in addition to that, there is a great need to train supervisors and I think that apart from the number of students being supervised by each teacher and the deadline for completion of the research report, together with the training of supervisors, there is a need for supervising supervisors, because, some lecturers are not supporting and guiding students properly.

CSL8: Well I do recognise that there are many constraints hindering the process but rather than fighting against those constraints I think that we are contributing to their reinforcement. I think that we should start reflecting on what is going on, and see how we can change the situation. We are not be blamed for their weaknesses and failure to produce their research reports. "This is unfair" .

I: Before we finish is there is anything you would like to say?

CSL7: Well I think everything has been said. I just want to congratulate you in advance and good luck in your studies.

CSL9: Yes I think that the ddiscussion was good and we tackled down most of the issues related to the topic. I must confess that you are very courageous to carry out such a study that penetrates in our daily practices. Go ahead.

CSL8: I would like to say that this topic is very interesting. I know that you like action research so much. I personally can't wait to see the results of the study. Thank you very much.

CSL10: Celly I hope that your study is going to bring about some substantive change. I will be here to help you. You were a teacher of mine and now we are colleagues. I admire you a lot I will be here to support you on whatever you might need. Thanks a lot, indeed!

I: I am the one who should thank you. Thank you for your collaboration and time spent with me.

Appendix AA - Deputy Director of Academic Affairs Department – DDAAD' Interview Transcript

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Interview with the Deputy Director of Academic Affairs Department-DDAAD

Date:11/09/12

I: Dear Director, Thanks for accepting to participate in this research. Your contribution will be very helpful in finding solutions to the problem being investigated. In your opinion why do so many students fail to produce their dissertations after being successful in the four years of course work?

DDAAD:In my opinion I think it's the student lack of engagement in their studies, you know that they all come from different backgrounds, different schools, and the way they are prepared there is very weak compared to the demands they encounter at ISCED. Also because some students join ISCED because it is the only Higher Institution where they passed the tests and as they just want to study they decide to stay here. As a result the knowledge they bring is not sufficient enough to cope with the academic demands required from them. Just to give you an example in my area of specialisation which is Portuguese, the type of students we get there is just…er…. A disaster if I can say that. Students join the Portuguese speciality with no language skills. They cannot write and read properly.

I: Why do you think this is happening?

DDDAAD: Because our exam is an admission exam and not a knowledge testing exam. So according to the educational policy, every time the students seat for an exam you must select 45 to form a group or class. So for example if the highest mark is 12 and you only have 12 positive marks you must go down the list until you reach number 45. If number 45 falls on a student who got let's say 5 in the test then you must admit that student.

I: And what is your opinion about that? As a decision maker what do you think?

DDAAD: I'm not a decision maker; I wish I were. If I were a decision maker I would change the policy. First I would give priority to students from the teacher training college, INE because this is the Institution where they are supposed to be enrolled and continue their studies. Second, I would introduce the methodology component in the test to see how much students from other institutions know about this. Finally I would set up an average mark that would allow students to be enrolled; for example the minimum should be 12.

I: So you think that the entry exam needs to be revised.

DDAAD: Yes, the entry exam needs to be re-examined and the teaching process also. There are teachers who don't take it seriously. They just set up tests which are too easy for students to do and on the top of that there is a lot of corruption going on. Students paying teachers to get positive marks….Er… As a result when they are asked to write their dissertations they find it difficult because the process is very much different and they have to work on their own; and this is something they hardly did during the course, you know…

I: What about research supervision? What do you think about it?

DDAAD: Well I think that some departments are better organised than others. For example the Modern languages department seems to be very well organised to me. I know that some people think that to be organised means to get the maximum number of students finishing their studies; yes to some extent this is true; however if you look at the educational sciences department they are reaching high numbers of students finishing their courses because they have more students compared to other departments and they also have teachers who are apparently doing the students' job in order to get paid. There are also some departments where some teachers are not good supervisors. In my own opinion, they need some training in supervision.

I: You said there are some teachers who need some sort of training in supervision. What exactly do you mean by that?

DDAAD: What I'm saying is that holding a Masters or PhD degree doesn't automatically turn you into a good supervisor. Supervision is a sophisticated way of teaching based on personal relationship between teacher and students, where mutual respect is needed and above all the determinant factor is Knowledge of the topic being investigated.

I: What is you opinion about the resources in the library?

DDAAD: Well our library has improved a lot over the last few years and we can see many students there everyday. However, there is a need for training the librarians so that they can help students find the materials and we also need a bigger space because there is plenty of money to buy books but we do not have space to keep them. The type of infrastructure we are working in does no longer conform to our needs and exigencies.

I: What about the computer Lab?

DDAAD: Well I wouldn't call that room a computer lab. However I would like to say that that room is just for a few Maths students to practice and I have no idea on what's happening there. There are things I don't like talking about, I feel sad. We really need to move into a bigger and better space in order to work properly and increase the number of students finishing their dissertations. The so called computer Lab is just being used as an ICT classroom; students who are working on their dissertations cannot go there and seat and work on their projects.

I:In your opinion do you think that the 4 years of course work are enough to prepare students for dissertation writing?

DDAAD: Well it depends on how efficient is the methodology teacher. The research methodology teachers have great responsibility in preparing students too produce their dissertations. But it is not only the research methodology teacher alone that contributes to the students' preparation to produce their dissertations. All the teachers in the course have some responsibility…they all should contribute to the preparation of students for lifelong activities and further studies. Therefore I think that those who are teaching research methodology must be well trained enough to transmit the subject and engage students in activities and tasks which are similar to writing a dissertation.

I: There are teachers who favour the abolition of the dissertation at ISCED. Do you agree with them?

DDAAD:No, I don't agree; not at all. Writing the dissertation is the final piece of assessment that students have. This process gives them the passport to enter the world of investigation. So I think that this is the most important phase in their studies; the time when they have to start crawling and walk alone steps, especially if they want to continue their studies. Therefore I do not agree that the dissertation should be abolished; on the contrary we should be more rigorous in preparing students for that.

I: To sum up, what is your opinion about the whole process? What can be done to improve the situation?

DDAAD: First we need to re-examine the policy for the entry exam. Second we need to raise teachers' awareness for the need to improve their teaching methodology and set up activities and tasks that are similar to the process of writing a dissertation. Third we need to decide who can be a supervisor and supervisors need to be supervised also. Fourth, there should be a deadline for the conclusion of the dissertation. Supervision practices should therefore controlled by a committee and should there be problems the committee will take action. These are just some suggestions that came up into my mind.

I: I was now thinking about students who are out of the system. What do you think about them? Can they still come and conclude their studies?

DDAAD: Yes they can and they should. Even those who finished their coursework in the 80s they can come as long as they feel they can do so.

I: Well I think we can end our interview here. I don't know if there is anything we forgot to talk about. Please feel free to add more information if there is any.

DDAAD: No, I don't have anything to say.

I: Being so, all I have to say is: Thanks a lot for your co-operation.

DDAAD: We are always available. Thank you

I: Thank you.

END OF INTERVIEW!

Appendix AB - Preliminary results from lecturers' questionnaires

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.

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LECTURERS' QUESTIONNAIRE- Preliminary results

Preliminary results from lecturers' questionnaires

Please answer each question by drawing a CIRCLE around the appropriate number in the shaded box or write your answer in the shaded space provided.

11. How long have you been teaching at ISCED? [ ]

12. What subjects do you teach?_____

13. What are your academic qualifications?_____

14. Are you female or male?

A	Female	**1**
B	Male	**2**

5. Please indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box for each statement.*

	About the Lecturers	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Lecturers are often accessible and available for consultation	0	0.00	5	50.00	5	50.00	0	0.00
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	1	10.00	6	60.00	2	20.00	1	10.00
C	Most lecturers are not committed to their job	0	0.00	3	30.00	7	70.00	0	0.00
D	Most lecturers cannot supervise students adequately	1	10.00	3	30.00	3	30.00	3	30.00
E	There is a need for some in-service training and refreshment courses for lecturers	7	70.00	3	30.00	0	0.00	0	0.00
F	All lecturers are reflective practitioners	1	10.00	2	20.00	5	50.00	2	20.00
G	Most of the lecturers holding doctoral degrees refuse to supervise students	1	10.00	2	20.00	4	40.00	3	30.00

Total number of respondents n=10

6. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Resources availability	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	There are plenty of resources in the library	1	10.00	2	20.00	5	50.00	2	20.00
B	Library material are adequate for students to do research	1	10.00	3	30.00	5	50.00	1	10.00
C	The librarians are well trained and helpful	0	0.00	5	50.00	4	40.00	1	10.00
D	The computer lab does not help students in writing their dissertations	3	30.00	4	40.00	3	30.00	0	0.00
E	Students have easy access to the computer lab.	1	10.00	1	10.00	6	60.00	3	30.00
F	There are enough computers in the computer lab.	0	0.00	0	0.00	4	40.00	6	60.00
G	There is a need for a students' writing centre	6	60.00	2	20.00	2	20.00	0	0.00
H	Most of the books that students read for writing their dissertations are borrowed from other places.	4	40.00	1	10.00	4	40.00	1	10.00

Total number of respondents n=10

7. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Dissertation writing	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	The course work is well organised to meet the demands of dissertation writing	0	0.00	5	50.00	4	40.00	1	10.00
B	The assessment procedures during course work contribute to students' dissertation writing	0	0.00	2	20.00	6	60.00	2	20.00
C	The academic reading and writing subjects are not contributing to students' writing dissertation	0	0.00	5	50.00	4	40.00	1	10.00
D	The research methodology subject is not contributing to dissertation writing	0	0.00	5	50.00	5	50.00	0	0.00
E	Writing a dissertation helps students become independent researchers	2	20.00	3	30.00	5	50.00	0	0.00
F	Students acquire most of the skills through the experience of writing their dissertations	1	10.00	7	70.00	2	20.00	0	0.00

Total number of respondents n=10

8. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Assessment procedures	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Students are given enough time to prepare for essays and tests.	1	10.00	4	40.00	3	30.00	2	20.00
B	The essays and tests' questions are appropriate for their level	0	0.00	5	50.00	3	30.00	2	20.00
C	The dates of handing in essays and other work are flexible	2	20.00	6	60.00	0	0.00	2	20.00
D	The assessment criteria are clear and fair	0	0.00	2	20.00	8	80.00	0	0.00
E	Feedback is always provided on time	0	0.00	1	10.00	7	70.00	2	20.00
F	The assessment tasks in the course work contribute to the final assessment (dissertation writing)	0	0.00	1	10.00	7	70.00	2	20.00
G	Some lecturers do not provide the tests results on time	5	50.00	2	20.00	2	20.00	1	10.00
H	The final dissertation should not be a requirement for the students to obtain their qualification	0	0.00	0	0.00	3	30.00	7	70.00

Total number of respondents n=10

9. Indicate the extent to which you agree or disagree with the following statements. *Please tick the appropriate box next to each statement.*

	Ability	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Students are able to read and analyze academic texts with a 'critical eye'	0	0.00	4	40.00	3	30.00	3	30.00
B	They are able to write texts in different genres	0	0.00	2	20.00	5	50.00	3	30.00
C	They are able to construct an academic argument	0	0.00	3	30.00	4	40.00	3	30.00
D	They are able to access and select information from different sources	0	0.00	6	60.00	3	30.00	1	10.00
E	Students are able to quote and paraphrase	0	0.00	4	40.00	5	50.00	1	10.00
F	Students are aware of the dangers of practising plagiarism	0	0.00	3	30.00	6	60.00	1	10.00
G	Students become more independent academics through the experience of writing their dissertations	1	10.00	7	70.00	2	20.00	0	0.00
H	They are able to do research independently	1	10.00	3	30.00	5	50.00	1	10.00
I	They know how to structure a dissertation and what to include in each chapter	0	0.00	4	40.00	5	50.00	1	10.00
J	They are able to find the author's main arguments and provide counter-arguments	0	0.00	4	40.00	5	50.00	1	10.00

Total number of respondents n=10

10. Indicate the extent to which you agree or disagree with the following statement. *Please tick the appropriate box next to each statement.*

	Research supervision	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Supervisors have a sound academic knowledge of the research area they supervise	1	10.00	7	70.00	2	20.00	0	0.00
B	Supervisors are always available	0	0.00	2	20.00	8	80.00	0	0.00
C	The relationship between students and supervisors is good	0	0.00	6	60.00	4	40.00	0	0.00
D	Most of the supervisors do not help students much	0	0.00	3	30.00	5	50.00	2	20.00
E	Some supervisors are not so helpful	1	10.00	6	60.00	3	30.00	0	0.00
F	Research supervision contributes to students' academic and professional development	2	20.00	7	70.00	1	10.00	0	0.00
G	A good supervisor is the one who knows the content of the subject matter	4	40.00	4	40.00	2	20.00	0	0.00
H	Supervisors send feedback promptly	0	0.00	4	40.00	4	40.00	2	20.00
I	Feedback from supervisors is adequate	0	0.00	3	30.00	5	50.00	2	20.00
J	Supervisors lack training in supervision skills	4	40.00	4	40.00	2	20.00	0	0.00

Total number of respondents n=10

Q1-Lecturers' written comments

With regards to the first question, "*Do you think that dissertation writing should be kept as an integral part of ISCED´s courses? Why?",* the lecturers reactions were very much positive as they see dissertation writing not just as a tool of assessment but as a way of learning new things and deepening the existing students' academic knowledge. One of the lecturers states that "…*dissertation writing should be kept as an integral part of ISCED´s courses because it is very important for students to have an idea of how research is carried out and how work in their area is done to bring in some development"*. Another lecturer added that *"if our students are trained to be teachers then they need to be familiar with ways of researching their own work for professional development"*. In fact it has been practice at ISCED that students only come to realise the importance of the content subjects later on when experimenting reading and writing academically. As one of the lecturers said, dissertation writing "*contributes for the improvement of writing and reading skills as well as critical thinking",* and as "*most of the students want to continue studying*", that would be *"their first experience in doing research. This an experience that students will never forget and it will contribute to their academic and professional development"*.

For the second question*, "What major changes should be made to improve research supervision practices at ISCED?" ?,* one of the lecturers made the following comments:

"I think that lecturers should be given some extra practice on how to supervise. Also there should be a greater emphasis on subjects directly related to research methodology and dissertation writing and their content should reflect the needs of students and course requirements. Students should be given more chances to discuss their work with fellow students and other lecturers and there should be greater cooperation between supervisors".

Another great contribution made was from another lecturer who posits that *"a lot of workshops for students who are facing problems should be held at least twice a year; also supervisors should meet annually to discuss the main problems inherent of the supervision practices and find some possible solutions"*. Corruption was another aspect mentioned by the lecturers and one of them tried to raise educators and lecturers awareness for the need to *"Avoid corruption and get students do their job";* Another relevant point made by lecturers was the need for supervisors training *"To keep updating supervisors in research supervision and methodology skills and ask them to be more responsible for the process", and*

"Supervisors should be supervised and they should write reports every three months to inform the board of senior supervisors about their progress and that one of their students".

The last question was *"What major changes should be made increase the number of students completing their dissertations at ISCED?"* much contribution was provided lecturers. For instance they think that the first aspect to be considered should be *"Students need to be at an adequate level to enter ISCED; the reason for their failure is that they join ISCED with very low academic knowledge and skills",* and on the other side, lecturers need *"To improve the quality of teaching and assessing students" . they say that for example content subjects such as research methodology, should be taught in a way that students will be able to use the skills they learned in writing their dissertations".*

In general they are of the opinion that *"Research methodology should be taught in a way that in research methodology II students should be able to write their dissertations with the lecturers help".* And, to *"Improve the transmission of the research methodology [*subject*] as well as academic reading and writing [*skills*]. Research methodology should be taught gradually in the first three years and in the last year students just write their dissertations. Students fail to complete their dissertations because they do not know how to do it".* Apart from all these opinions they also state that *"There should be a deadline to complete dissertation; supervisors should report on students' progress".* According to the lecturers, there is an urgent need to *"...help students understand the relevance of research; make it as part of the programme of studies not just an element for qualification"* so as *"To create conditions for students to complete their dissertations soon after they have completed the course work".*

Lecturers have also provided further comments related to the problem and one of them is of the opinion that *"all the teachers should work together to build up and develop students skills".* Students' admission requirements were also mentioned and according to one of the lecturers *"....they should be revised and priority should be given to students from INE which is a training institution".* Finally the provision of feedback was mentioned as *"sometimes students want to work hard but supervisors don´t.* More responsibility is required from parties, lecturers and students but more on the lecturers and supervisors side who *"…. must be more responsible for their work and encourage students to do the job";*

Thank you very much for your time and co-operation

Appendix AC- Preliminary Results from Students' Questionnaires

An investigation into the Academic and Research Literacy Practices of Teacher Education Students in Luanda, Angola.
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Appendix AH - Preliminary results from students' questionnaires

Q1- Type1 students

Table one- About the lecturers

	About the Lecturers	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Lecturers are often accessible and available for consultation	2	13.33	8	53.33	5	33.33	0	0.00
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	5	33.33	7	46.66	3	20.00	0	0.00
C	High standard of work is expected from them during the supervision process	4	26.66	8	53.33	3	20.00	0	0.00
D	Most lecturers are not committed to the teaching and research supervision job	4	26.66	2	13.33	8	53.33	1	6.66
E	Most lecturers cannot supervise students properly	4	26.66	7	46.66	4	26.66	0	0.00
F	The lecturer's qualification (degrees they hold) contribute significantly to the quality of research supervision	4	26.66	7	46.66	4	26.66	0	0.00
G	Some lecturers need in-service training	4	26.66	4	26.66	6	40.00	1	6.66

Total number of respondents n=15

As can be seen in the table above students were asked to give their opinions about the

lecturers. As the table reads, about 66% (10 students) of students who succeeded in their studies state that lecturers are often accessible and available for consultation. It is common sense among these students that in general, lecturers have a sound academic understanding of the subject matter they are teaching (76%) (12 students) and high standard of work is expected from them during the supervision process (79.99%) which corresponds to (12) students. Students also think that most lecturers are committed to the teaching and research supervision practices (60%), (9 students), and they recognise that the lecturer's qualification (degrees they hold) contribute significantly to the quality of research supervision (72%), (11). However, they are of the opinion that most lecturers cannot supervise students properly (72%), (11), and therefore lecturers need some in-service training (52%) (8).

Table two- Resources availability

	Resources availability	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	There are plenty of resources in the library	1	6.66	7	46.66	6	40.00	1	6.66
B	Library material is/were adequate for research writing	0	0.00	10	66.66	4	26.66	1	6.66
C	Most of the books I read were borrowed from other places	3	20.00	5	33.33	6	40.00	1	6.66
D	I had easy access to the computer lab	0	0.00	3	20.00	9	60.00	3	20.00
E	There were enough computers in the lab	0	0.00	5	33.33	4	26.66	6	40.00
F	The librarians are well trained and helpful	0	0.00	7	46.66	4	26.66	4	26.66
G	There is a need for a student's writing centre	2	13.33	2	13.33	5	33.33	6	40.00

Total number of respondents n=15

Regarding resources availability, while some students are positive and of the opinion that there are plenty of resources in the library (53%) (8) the other part is of the opinion that resources in the library are not enough (46.66%). About (53.33%) (7) of the students recognise that most of the books they read were borrowed from other places than ISCED ;

however, (46.66%) of them only used the local library to write their research reports (7). Regarding access to the computer Lab. only 20% (3) of the respondents agreed that they had easy access to the computer lab, but there were not enough computers (66.66%) (12). Talking about the personnel in the library, students are of the opinion that they are not so helpful and lack some kind of training (53%) (7). It is interesting to hear from students there is no need for a writing centre (73.33 %) (11).

Table Three- Dissertation writing

	Dissertation writing	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	The course work was well organised to meet the dissertation writing demands	2	13.33	3	53.33	8	33.33	0	0.00
B	The assessment procedures during course work contribute to students writing dissertation	2	13.33	7	46.66	5	33.33	2	13.33
C	I did not learn much from the academic reading and writing subject to help me write my dissertation	3	20.00	4	26.66	7	46.66	1	6.66
D	I did not learn much from the research methodology subject to help me write my dissertation	3	20.00	5	33.33	6	40.00	1	6.66
E	Writing a dissertation helps students become independent researchers	11	73.33	4	26.66	0	0.00	0	0.00
F	I acquired most of the skills through the experience of writing my dissertation.	5	33.33	8	53.33	2	13.33	0	0.00

Total number of respondents n=15

The aim of this subheading was to find out students opinions with regards to dissertation writing related issues such as its usefulness and difficulties. In order to do so the first aspect to be considered was the course work as a whole and the contribution that it brings in the process in order

to equip students with the skills they need to write their dissertations. About 66.66% (10) of the students agree that the course work was well organised to meet the dissertation writing demands. The next aspect was about whether the assessment procedures during course work contribute to students writing dissertation and 59.66% (9) of the students favours of the idea that the assessment procedures during course work contribute to students writing dissertation. Many of the students agree that they learnt quite a lot from the academic reading and writing subject to help them write their dissertations (53%) (8). Looking at the research methodology subject students are honest to confess that they did not learn much from the research methodology subject to help them write their dissertations (53.33 %) (8). For this group of students, a 100% agrees that writing a dissertation helped them become independent researchers and 86% (13) recognises that they acquired most of the skills through the experience of writing their dissertations.

Table Four- Assessment procedures

	Assessment procedures	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I was given enough time for essays and tests	3	20.00	12	80.00	0	0.00	0	0.00
B	The essays and tests were appropriate for my level	4	26.66	10	66.66	1	6.66	0	0.00
C	The assessment criteria were clear and fair	3	20.00	9	60.00	2	13.33	1	6.66
D	Feedback on my work was always provided and appropriate	4	26.66	7	46.66	4	26.66	0	0.00
E	The essays and tests I wrote prepared me for dissertation writing	3	20.00	7	46.66	4	26.66	1	6.66
F	The final dissertation should not be a requirement for students to obtain their qualification	6	40.00	3	20.00	6	40.00	0	0.00

Total number of respondents n=15

Observing the table on the assessment procedures one can read that all the students were given enough time for essays and tests (100%) and the essays and tests they wrote were appropriate for their level (93%) (14). 80% (12) of the students say that the assessment criteria were clear and fair throughout the course and they are also positive about feedback provision (73%) (11). About (66.66%) (10) of these students say that the essays and tests they wrote prepared them for dissertation writing. With regards to the production of the dissertation as a final assessment task, 60% of the respondents (9) think that the final dissertation should not be a requirement for students to obtain their qualification.

Table five- Research skills

	Research skills	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I am able to construct an academic argument	3	20.00	12	80.00	0	0.00	0	0.00
B	I am able to access and select information from different sources	4	26.66	11	73.33	0	0.00	0	0.00
C	I am able to quote and paraphrase	3	20.00	10	66.66	2	13.33	0	0.00
D	I am able to find the author's main arguments and provide counter arguments	4	26.66	11	73.33	0	0.00	0	0.00
E	I am aware of the dangers of practicing plagiarism	11	73.33	4	26.66	0	0.00	0	0.00
F	I am aware of how to structure a dissertation and what to include in each chapter	4	26.66	10	66.66	1	6.66	0	0.00
G	I learnt more in writing my dissertation than in the four years course work	12	80.00	2	13.33	1	6.66	0	0.00

Total number of respondents n=15

Students were asked to provide their opinions about their research skills. All of them (100%) are of the opinion that they are able to construct an academic argument, to access and select information from different sources, to find the author's main arguments and provide counter arguments, and they are also all aware of the dangers of practicing plagiarism. Most of them (86%), (13) say that they can quote and paraphrase authors. The majority of them (93%) (14) recognize that they are aware of how to structure a dissertation and what to include in each chapter and they say that they learnt more in writing their dissertation than in the four years course work (93%) (14).

Table 6- Research supervision

	Research supervision	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	My supervisor has/had a sound academic knowledge of my research area	3	20.00	11	73.33	1	6.66	0	0.00
B	My supervisor is/was always available	2	13.33	7	46.66	6	40.00	0	0.00
C	The relationship between supervisors and students is good	3	20.00	10	66.66	2	13.33	0	0.00
D	My supervisor is/was not helpful	0	0.00	0	0.00	9	60.00	6	40.00
E	Research supervision has contributed a lot to my academic and professional development	7	46.66	5	33.33	3	20.00	0	0.00
F	My supervisor does /did send feedback promptly	0	0.00	6	40.00	6	40.00	3	20.00
G	The feedback from my supervisor is/was adequate	1	6.66	6	40.00	8	53.33	0	0.00
H	There is a need for supervisors training	3	20.00	4	26.66	6	40.00	2	13.33

Total number of respondents n=15

Looking at research supervision table, most of the students are of a positive opinion about the supervisors. In general they say that their supervisors had a sound academic knowledge of their research area (93%) (14) and the relationship between them and their supervisors was good (86.66%), (13). All of them state that their supervisors were helpful (100%), and about (80%) (12) recognise that research supervision has contributed a lot to their academic and professional development. With regards to supervisors availability some students say that their supervisors were always available (60%) (9). In response to the kind of feedback provided by their supervisors students say that supervisors did not send feedback promptly (60%) (9) and that feedback feedback from their supervisors was adequate (53%). However 46.66% reckon that there is a need for supervisors training but the other half (53%) thinks that there is no need for supervisors training.

Q2- Type 2 students

Table one- About the lecturers

	About the Lecturers	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Lecturers are often accessible and available for consultation	2	12.50	8	50.00	6	37.50	0	0.00
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	4	25.00	10	62.50	2	12.50	0	0.00
C	High standard of work is expected from them during the supervision process	8	50.00	8	50.00	0	0.00	0	0.00
D	Most lecturers are not committed to the teaching and research supervision job	4	25.00	9	56.25	2	12.50	1	6.25
E	Most lecturers cannot supervise students properly	7	43.75	5	31.25	4	25.00	0	0.00
F	The lecturer's qualification (degrees they hold) contribute significantly to the quality of research supervision	6	37.50	4	25.00	6	37.50	0	0.00
G	Some lecturers need in-service training	9	56.25	7	43.75	0	0.00	0	0.00

Total number of respondents n=16

This group of students is currently writing their dissertations and therefore it is expected that they have their own opinions with regards to lecturers performance, resources availability, dissertation writing and the research related practices and skills. 100% of these students agree with the idea that high standard of work is expected from the lecturers during the supervision process, and some lecturers need in-service training. About 62.50% (10) of the students state that lecturers are often accessible and available for consultation. They state that in general, lecturers have a sound academic understanding of the subject matter they are teaching (87.50%), (14), but in their opinion most lecturers are not committed to the teaching and research supervision job (81%), (13).

Although the majority of the students might think that the lecturers' qualifications contribute significantly to the quality of research supervision (62.50%), (10), they do recognise that most of the lecturers cannot supervise students properly (75%), (16).

Table two- Resources availability

	Resources Availability	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	There are plenty of resources in the library	0	0.00	1	6.25	11	68.75	4	25.00
B	Library material is/were adequate for research writing	1	6.25	4	25.00	7	43.75	4	25.00
C	Most of the books I read were borrowed from other places	4	25.00	10	62.50	2	12.50	0	0.00
D	I had easy access to the computer lab	0	0.00	2	12.50	8	50.00	6	37.50
E	There were enough computers in the Lab.	1	6.25	2	12.50	6	37.50	7	43.75
F	The librarians are well trained and helpful	2	12.50	8	50.00	4	25.00	2	12.50
G	There is a need for a student's writing centre	0	0.00	2	12.50	8	50.00	6	37.50

Total number of respondents n=16

This table presents students perceptions about resources availability. It is a fact that for these students there are not plenty of resources in the library (94.75%), (15) and most of the books they read were borrowed from other places than ISCED (87.50%), (14). They also state that the library materials are not adequate for research writing (68.75%), (11). However, they think that (62.50%), (10) the librarians are well trained and helpful. About 68.75% , (11) of the students say that the materials in the library are not adequate for research writing. Regarding the computer Lab., 87.50%, (13) say that they do not have an easy access to the computer lab and computers are not enough (81.25%), (13). They are of the opinion that there is no need for a student's writing centre 87.50%, (13).

Table Three- Dissertation writing

	Dissertation writing	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	The course work was well organised to meet the dissertation writing demands	2	12.50	10	62.50	2	12.50	2	12.50
B	The assessment procedures during course work contribute to students writing dissertation	3	18.75	7	43.75	5	31.25	1	6.25
C	I did not learn much from the academic reading and writing subject to help me write my dissertation	4	25.00	5	31.25	6	37.50	1	6.25
D	I did not learn much from the research methodology subject to help me write my dissertation	4	25.00	4	25.00	5	31.25	3	18.75
E	Writing a dissertation helps students become independent researchers	5	31.25	9	56.25	2	12.50	0	0.00
F	I acquired most of the skills through the experience of writing my dissertation.	7	43.75	5	31.25	4	25.00	0	0.00

Total number of respondents n=16

Looking at the table on dissertations writing one can read that in principle students agree that the course work was well organised to meet the dissertation writing demands (75%), (12) that writing a dissertation helps them become independent researchers (87.50%) (14) and that they acquire most of the skills through the experience of writing their dissertations (75%), (12). They state that the assessment procedures during course work contribute to students writing dissertation (62.25%), (10) but they feel that they did not learn much from the academic reading and writing subject to help them write their dissertations (56.25%), (9). While (50%) (8) of the respondents says they learnt much from the research methodology subject to help them write their dissertations the other half says the opposite. However, (75%), (12) of them recognise that they have acquired most of the skills through the experience of writing their dissertations.

Table Four- Assessment procedures

	Assessment procedures	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I was given enough time for essays and tests	3	18.75	7	43.75	5	31.25	1	6.25
B	The essays and tests were appropriate for my level	3	18.75	9	56.25	4	25.00	0	0.00
C	The assessment criteria were clear	3	18.75	3	18.75	9	56.25	1	6.25
D	Feedback on my work was always provided and appropriate	5	31.25	5	31.25	6	37.50	0	0.00
E	The essays and tests I wrote prepared me for dissertation writing	3	18.75	11	68.75	2	12.50	0	0.00
F	The final dissertation should not be a requirement for students to obtain their qualification	1	6.25	2	12.50	8	50.00	5	31.25

Total number of respondents n=16

With regards to the assessment procedures, students seem to agree that the essays and tests were appropriate for their level (75%), (12) and the essays and tests they wrote prepared them for dissertation writing (87.50%), (14) They also agree that the final dissertation should be a requirement for students to obtain their qualification (81.25%), (13). These students seem to agree, in principle that they were given enough time to write essays and tests (62.50%), (10), and feedback on their work was always provided and appropriate (62.50%), (10) . However, according to them, the assessment criteria were not so clear (62.50%) (10).

Table Five- Research skills

	Research skills	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I am able to construct an academic argument	0	0.00	13	81.25	3	18.75	0	0.00
B	I am able to access and select information from different sources	2	12.50	11	68.75	3	18.75	0	0.00
C	I am able to quote and paraphrase	2	12.50	8	50.00	5	31.25	1	6.25
D	I am able to find the author's main arguments and provide counter arguments	2	12.50	12	75.00	2	12.50	0	0.00
E	I am aware of the dangers of practicing plagiarism	9	56.25	6	37.50	1	6.25	0	0.00
F	I am aware of how to structure a dissertation and what to include in each chapter	3	18.75	11	68.75	1	6.25	1	6.25
G	I learnt more in writing my dissertation than in the four years course	5	31.25	6	37.50	5	31.25	0	0.00

Total number of respondents n=16

For this group, with regards to research skills, it can be observed that the overwhelming majority of students (93.75%), (15) are aware of the dangers of practicing plagiarism and they also say that they are able to construct an academic argument (81.25%), (13), as well as to find the author's main arguments and provide counter arguments (87.50%), (14). Accessing and selecting information from different sources does not seem to be a problem for them as 81.25%, (13) state they are able to do so. They also think that they are aware of how to structure a dissertation and what to include in each chapter (87.50%), (14). They agree that they are learning more in writing their dissertation than in the four years course (68.75%), (11) and in principle they are able to quote and paraphrase authors (62.50%), (10).

Table 6- Research supervision

	Research supervision	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	My supervisor has/had a sound academic knowledge of my research area	6	37.50	7	43.75	3	18.75	0	0.00
B	My supervisor is/was always available	5	31.25	6	37.50	5	31.25	0	0.00
C	The relationship between supervisors and students is good	4	25.00	7	43.75	5	31.25	0	0.00
D	My supervisor is/was not helpful	2	12.50	8	50.00	5	31.25	1	6.25
E	Research supervision has contributed a lot to my academic and professional development	6	37.50	9	56.25	1	6.25	0	0.00
F	My supervisor does /did send feedback promptly	2	12.50	5	31.25	9	56.25	0	0.00
G	The feedback from my supervisor is/was adequate	3	18.75	6	37.50	7	43.75	0	0.00
H	There is a need for supervisors training	11	68.75	3	18.75	2	12.50	0	0.00

Total number of respondents n=16

Table six is based on research supervision practices. As the table shows, most of students indicated that their supervisors have a sound academic knowledge of their research area (81.25%), (13), and research supervision has contributed a lot to their academic and professional development although they have not yet finished writing (93.75%), (15). More than 50% of the group indicated that their supervisors are always available (68.75%), (11) that the relationship between them and their supervisors is good (68.75%), (11) but they did not find their supervisors so helpful (62.50%), (10). However, they are of the opinion that their supervisors do not send feedback promptly (56.25%), (9) but when they do the feedback is adequate (56.25%), (9). About 87.50%, (14) of the respondents are of the opinion that supervisors need some sort of training.

Q3-Type 3 Students

Table One- About the Lecturers

	About the Lecturers	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	Lecturers are often accessible and available for consultation	0	0.00	4	28.57	6	42.85	4	28.57
B	In general, lecturers have a sound academic understanding of the subject matter they are teaching	0	0.00	7	50.00	5	35.71	2	14.28
C	High standard of work is expected from them during the supervision process	1	7.14	7	50.00	6	42.85	0	0.00
D	Most lecturers are not committed to the teaching and research supervision job	4	28.57	4	28.57	3	21.42	3	21.42
E	Most lecturers cannot supervise students properly	9	64.28	2	14.28	3	21.42	0	0.00
F	The lecturer's qualification (degrees they hold) contribute significantly to the quality of research supervision	5	35.71	8	57.14	1	7.14	0	0.00
G	Some lecturers need in-service training	9	64.28	5	35.71	0	0.00	0	0.00

Total number of respondents n=14

This group of students consists of those who are out of the system, waiting to get started with their research reports. As they are part of the problem being investigated and constitute the overwhelming majority it was thought that their opinion would be very helpful to this study. It can be noted from the table that 50% (7) of students recognise that lecturers have a sound academic understanding of the subject matter they are teaching and a high standard of work is expected from them during the supervision process (57.14%), (8). Students do also recognize that lecturer's qualification degrees contribute significantly to the quality of research supervision (92.85%), (13). However, they do not agree that lecturers are often accessible and available for consultation (71.42%), (10) during

supervision practices. They also think that most lecturers are not committed to the teaching and research supervision job (57.14%), (8), and cannot supervise students properly (78.56%), (11). Therefore, they all agree that lecturers need in-service training (100%), (14).

Table two- Resources availability

	Resources Availability	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	There are plenty of resources in the library	0	0.00	3	21.42	6	42.85	5	35.71
B	Library material is/were adequate for research writing	1	7.14	2	14.28	7	50.00	4	28.57
C	Most of the books I read were borrowed from other places	8	57.14	4	28.57	2	14.28	0	0.00
D	Students have easy access to the computer lab.	0	0.00	1	7.14	7	50.00	6	42.85
E	There were enough computers in the lab	0	0.00	2	14.28	5	35.71	7	50.00
F	The librarians are well trained and helpful	0	0.00	2	14.28	4	28.57	8	57.14
G	There is a need for a students' writing centre	0	0.00	0	0.00	5	35.71	9	64.28

Total number of respondents n=14

Resources availability is another aspect that needs to be carefully looked at. For this group, students think that there are not plenty of resources in the library (78.56%), (11), they do not have easy access to the computer Lab. (92.85%), (13), and library materials are not adequate for research writing (78.57%) (11). They go further to state that the librarians are not well trained and they are not so helpful either (85.71%), (12), Most of the books they read were borrowed from other places then ISCED (85.71%), (12). With regards to the computer Lab., they are of the opinion that computers are not enough in the library (85.71%), (12) and access to the computer Lab. is difficult (92.85%) (13). In total this group of students says there is a need for a students' writing centre (100%).

Table Three- Dissertation writing

	Dissertation writing	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	The course work was well organised to meet the dissertation writing demands	**0**	**0.00**	**1**	**7.14**	**6**	**42.85**	**7**	**50.00**
B	The assessment procedures during course work contribute to students writing dissertation	**2**	**14.28**	**0**	**0.00**	**8**	**57.14**	**4**	**28.57**
C	I did not learn much from the academic reading and writing subject to help me write my dissertation	**9**	**64.28**	**3**	**21.42**	**2**	**14.28**	**0**	**0.00**
D	I did not learn much from the research methodology subject to help me write my dissertation	**9**	**64.28**	**1**	**7.14**	**4**	**28.57**	**0**	**0.00**
E	Writing a dissertation helps students become independent researchers	**4**	**28.57**	**8**	**57.14**	**2**	**14.28**	**0**	**0.00**
F	I acquired most of the skills through the experience of writing my dissertation.	**0**	**0.00**	**1**	**7.14**	**9**	**64.28**	**4**	**28.57**

Total number of respondents n=14

Students were asked to reflect on dissertation writing practices. As can been seen from the table**,** the majority of the students is of the opinion that the course work was well organised to meet the dissertation writing demands (92.85%), (13) and that they did not acquired most of the skills through the experience of writing their dissertations (92.85%), (13). For them, the assessment procedures during course work did not contribute to the writing of their dissertations either (92.85%) (13).They feel that they did not learn much from the academic reading and writing subject to help me write their dissertations (85.60%), (13) nor did they. learn much from the research methodology subject to help them write their research reports (71.42%), (10). However, they agree that writing a dissertation helps students become independent researchers (85.71%), (12).

Table Four- Assessment procedures

	Assessment procedures	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I was given enough time for essays and tests	9	64.28	4	28.57	1	7.14	0	0.00
B	The essays and tests were appropriate for my level	7	50.00	5	35.71	2	14.28	0	0.00
C	The assessment criteria were clear	0	0.00	3	21.42	5	35.71	6	42.85
D	Feedback on my work was always provided and appropriate	0	0.00	4	28.57	3	21.42	7	50.00
E	The essays and tests I wrote prepared me for dissertation writing	0	0.00	2	14.28	4	28.57	8	57.14
F	The final dissertation should not be a requirement for students to obtain their qualification	8	57.14	4	28.57	2	14.28	0	0.00

Total number of respondents n=14

As for the assessment procedures during their course work students indicated that they were given enough time for essays and tests (92.85%), (13), the essays and tests they did were appropriate for their level (85.71%), (12), but the assessment criteria were not clear (78.56%), (11). Feedback on their work was not always provided and appropriate (71.42%), (10), and in their opinion the essays and tests they wrote did not prepare them for dissertation writing (85.71%), (12). These students are of the opinion that the final dissertation should not be a requirement for students to obtain their qualification (85.71%), (12).

Table Five- Research skills

	Research skills	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	I am able to construct an academic argument	0	0.00	2	14.28	6	42.85	6	42.85
B	I am able to access and select information from different sources	1	7.14	3	21.42	6	42.85	4	28.57
C	I am able to quote and paraphrase	1	7.14	3	21.42	7	50.00	3	21.42
D	I am able to find the author's main arguments and provide counter arguments	1	7.14	3	21.42	3	21.42	7	50.00
E	I am aware of the dangers of practicing plagiarism	3	21.42	2	14.28	7	50.00	2	14.28
F	I am aware of how to structure a dissertation and what to include in each chapter	2	14.28	3	21.42	5	35.71	4	28.57

Total number of respondents n=14

Research skills are another aspect that students had to think about. As the table shows students tend to rank their research skills as their serious problem. Some of the students admit that they are not able to construct an academic argument (85.70%), (12), and they cannot quote and paraphrase (71.42%), (10) they also feel that they are not able to access and select information from different sources (71.42%), (10). They are not able to find the author's main arguments and provide counter arguments (71.42%), (10). About 64.28% (9) indicated that they are not aware of the dangers of practicing plagiarism and that they are not either aware of how to structure a dissertation and what to include in each chapter 64.28% (9).

Table 6- Research supervision

	Research supervision	Opinion							
		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
A	My supervisor has/had a sound academic knowledge of my research area	2	14.28	3	21.42	7	50.00	2	14.28
B	My supervisor is/was always available	1	7.14	3	21.42	7	50.00	3	21.42
C	The relationship between supervisors and students is good	4	28.57	1	7.14	1	7.14	8	57.14
D	My supervisor is/was not helpful	5	35.71	2	14.28	1	7.14	6	42.85
E	Research supervision has contributed a lot to my academic and professional development	2	14.28	2	14.28	5	35.71	5	35.71
F	My supervisor does /did send feedback promptly	0	0.00	7	50.00	4	28.57	3	21.42
G	The feedback from my supervisor is/was adequate	5	35.71	5	35.71	2	14.28	2	14.28
H	There is a need for supervisors training	7	50.00	5	35.71	2	14.28	0	0.00

Total number of respondents n=14

The last table deals with research supervision practices. These students have had some experience in being supervised but they did not succeed to the point of concluding their studies. Therefore, their opinions are relevant to the study. Looking carefully to the table one can read that according to the students, their supervisors do not have a sound academic knowledge of their research area (64.28%), (9), and the relationship between supervisors and students is not so good (64.28%), (9). About (71.42%), (10), say that their supervisors are not always available and they are not helpful either (49.99%), (7). In their opinion, supervisors do send feedback promptly (50%), (7) and the feedback from supervisors is adequate (71.42%), (10). However, research supervision has not contributed that much to their academic and professional development (71.42%), (10). They conclude that there is a need for supervisors training (85.71%), (12).

Summary

This appendix presents questionnaires' data from the lecturers and teacher education students. Students were divided into three categories: those who have successfully concluded their studies (type 1 students); those who are currently writing their dissertations, (type 2 students) and those who have tried but did not succeed yet (type 3 students). What follows is respondents responses to some follow-up questions to the questionnaire.

Q4- Responses to follow-up questions to the questionnaire

Both lecturers and students were asked open-ended questions in order to get a deeper understanding on their views about the problem under study and provide opinions on what kind of changes should be made to minimise the problem.

The questions for the lecturers were:

- *Do you think that dissertation writing should be kept as an integral part of ISCED´s courses? Why?*
- *What major changes should be made to improve research supervision practices at ISCED?*
- *What major changes should be made increase the number of students completing their dissertations at ISCED?*
- *If you have any other comments please do not hesitate.*

And for students:

Are you capable of conducting research independently? Please elaborate.

- *What major changes should be made to improve research supervision practices at ISCED?*
- *What major changes should be made to increase the number of students completing their dissertations at ISCED?*
- *If you have any other comments please do not hesitate.*

Q4.1-Type 1 comments

- *The first question asked to these students is: "Are you capable of conducting research independently? Please elaborate". In general students are of the opinion that they can do research alone under the guidance of their supervisors or someone more knowledgeable. One of the students sated that's/he "...will always need help from more informed people such as supervisors and teachers" and another student added that s/he is capable of doing research individually although in some instances s/he might need to consult the supervisor. One of the students was humble to confess that "I cannot ascertain that I can conduct research independently or that I can conduct research properly. However, I have won the relevant steps to go through research. Furthermore I strongly believe that as long as the research is concerned, supervisors will always be needed". Having a good supervisor seems to be a good starting point for students to conduct research on their own as one of the students posits that "To some extent I would say I can conduct research independently because I had a good supervisor". However, in some instances a supervisor is needed and as another student stated, "At school research always needs supervision, so I would say that I am not capable of conducting research independently" and another one said "No I will never be able to do it alone".*

With regards to the second question, "What major changes should be made to improve research supervision practices at ISCED?" students did not comment too much about this issue. Generally speaking they are of the opinion that the relationship between supervisors and students is a vital aspect in the supervisory practices and a permanent contact is needed. One of the students tried to elaborate a bit more on the topic and said "Supervisors need or lack some training; research methodology needs to be taught by a good teacher; departments should create a body of teachers where students would go to present their main concerns. There should be a place for students to meet supervisors and specific time should be set up for meetings".

The last question was about "What major changes should be made to increase the number of students completing their dissertations at ISCED?" varied comments were provided by students. They see the core subjects as being quite relevant and therefore they deserve special

attention within the curriculum, "Writing and reading subjects should be reinforced; new lecturers should be supervised by senior lecturers; the research methodology subject should be taught in the three consecutive years and the fourth year should be devoted for dissertation writing".

They also suggest that teachers need to change their minds and "see students as people who are struggling to learn something".

And according to these students, "Teachers need to provide more straightforward feedback. The relationship between supervisor and student needs to be improved" and "Supervisors should be available when students need them and feedback should be provided promptly".

No further comments were provided by these students.

Q4.2-Type 2 Students' comments

Like with the other group the first question posed to these students was:

"Are you capable of conducting research independently? Please elaborate". The main problems raised by the students are lack of practice, and lack of knowledge from the research methodology subject. Following are the answers provided by some students:

- *Yes I am but we always need a supervisor to guide us.*
- *Yes but not totally. This is the reason we are being supervised.*
- *For me it depends…..I have some knowledge but I still lack practice.*
- *Yes but it should be under the guidance of the supervisor. Also because I didn't get "enough knowledge" from the research methodology subject.*

For the second question "What major changes should be made to improve research supervision practices at ISCED?" only one student responded to it saying that

"The relationship between students and supervisors; the provision of bibliography and its availability in the library, the computer lab, there are students who don't have a personal computer. Students need training in computer skills as well as some teachers".

The third question "What major changes should be made to increase the number of students

completing their dissertations at ISCED?" the most sounded answer was the following:

Students need to be more responsible for their studies and not bribe teachers with the so called "gasosa". The problem is that some of us keep paying teachers to get good marks and pass, and when they start writing the dissertation they get lost. The academic reading and writing subjects should be taught in a more serious way. The research methodology subject should be taught in the four years. The dissertation writing should start in year 3. Feedback needs to be improved. The relationship between students and supervisors should be good and supervisors need to be less arrogant. The teaching process needs to be improved.

No further comments were provided.

Q4.3- Type 3 students' comments

This is the group of students who are struggling to get their dissertations written. They were also asked the same questions as the other students and the first question is *"Are you capable of conducting research independently? Please elaborate".*

For this question the most meaningful answers provided by these students are:

- *Yes because this is the last stage and I cannot wait for someone to do it for me. The problem is time.*
- *Yes but we need a lot of preparation during the course.*
- *For me it depends because if teachers don't prepare you properly how are you going to succeed? I think teachers need to change their minds and prepare us properly.*
- *Yes but it should be shorter and easier but we always need some support from supervisors.*

Looking at these answers one can conclude that problems are quite similar among the three groups of students. They mention that fact that the course work did not prepare them enough to be capable of doing research independently; they reckon that they need support from supervisors but that support is not always available and above all they do recognise that

writing a dissertation is the student's responsibility but sometimes time is a strong constraint in the process;

With regards to *"What major changes should be made to improve research supervision practices at ISCED?"* three important aspects were raised up by students:

- The relationship between students and supervisors;
- The provision of bibliography and its availability in the library,

I think that supervisors need or lack some training; research methodology needs to be taught by a good and knowledgeable teacher.

As for that last question *"What major changes should be made to increase the number of students completing their dissertations at ISCED?"* the main contributions made by students are as follows:

Students should learn more from the academic reading and writing subjects. The research methodology subject should be taught in the three years and the fourth years should be for dissertation writing.
More feedback is needed, feedback needs to be improved. The relationship between supervisor and student and supervisors should be honest to confess when they don't know about the topic.
I agree that change is taking place but we need more change. We have research methodology subject and more books in the library but the teaching process needs to improve. The way of transmitting knowledge to students, the type of tests we write, the type of activities, and so on….

No more comments were provided.

Appendix AI – Samples of Students' Research Proposals

Research Proposal 1

INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO

ISCED- LUANDA

TERM PAPER PROPOSAL

TOPIC : The relevance of teaching aids in developing communicative fluency

O. Introduction

English is a language originally of England spoken in many country and used as international communication throughout the world. Considered as foreign language in Angola, this language is used for business, in broadcasting, in educational system,etc. Language it is not only system of communication but also maintain and establish relation between people to people. To maintain and establish this relation or to communicate, teacher whose job is teaching has strong effect on student's success or failure. Clearly well prepared teachers need to know how the students fell about learning some contents and what kind of tools they need to use during the lessons. This research will based on the importance of teaching aids when we are dealing with English skills, presenting new language structure, or when giving explanations or even giving instructions. A detailed knowledge of students is essential when we are teaching, to help teachers choosing materials and activities that will be most motivating and most beneficial. Teachers should put in mind that students are not the equal they come from different social background and they don't acquire knowledge in the same way.Thus they need to be treated differently adopting balanced activities and materials to encourage the process of learning.
Jeremy Harmer(1991:3,5) states that motivation is some kind of internal drive that encourages somebody to pursue a course action. Motivation is the biggest single factor affecting their success, and real objects can contextualise and explain language and meaning. Therefore teaching aids stimulate and motivate students to attend the lesson, they don't become unbearable asking to make translation about what they are learning.

This research will also states the rationale of the study, objective, purpose of the study, need of the study, real life and research problem, research questions and hypothesis, data collection and data analysis methods. Ultimately it will present the research site, literature review some basic definition, methods and conclusion.

1.RATIONALE FOR THE STUDY

This research will make available description about the indispensable materials teachers have at their disposal to facilitate the process of teaching and learning. Will also describe the great responsibility teachers have to encourage students to improve speaking and others skills and to increase their understanding about the contents planned

1.1 PURPOSE OF THE STUDY

grammar

The purpose of the study will persuade teachers to use tools to motivate and improve English skills and to clarify the subject matter, more easily, and to facilitate the proper understanding about what they are learning..

This does not match the title of the project

1.2 JUSTIFICATION AND NEED FOR THE STUDY

This research will provide the relevance of teaching aids and give confidence for the teachers to use them. Will push teachers to vary the materials used in process of teaching and learning to attract students attention and maximise understanding.

The use of will... mean rules sentences

1.3 OBJECTIVE OF THE STUDY

The objective of this research will be to facilitate learners to maximise their efficacy, using language teaching materials.

What do you mean here?

1.4 REAL LIFE PROBLEM

English language teachers have a lot of materials at their disposal that are important to help them when presenting new language structure when giving explanation eye when give instructions. For example aids are useful to sustain and maximise understanding. Some teachers don't know the enormous involvement that aids give in teaching learning process, or they simple ignore the function of this tools. Teachers at secondary school- panguila avoid using materials when they are teaching. They only give explanations or take a plenty of time to explain a concept. Even when they use the blackboard take a time writing the topic or some example not available for the stundents.consequently teachers don't stimulate or motivate students to attend the lesson , they become unbearable asking to make translation about what they are learning.

verb ?

use of abbreviation

agreement pronoun and noun

Celeste Sambeny and Ana Sofia Gonzalez(2011 volume I) Suggested that as an English teacher, you may use pictures in a wide range of situations. Some types of pictures often used in language teaching are flashcards (small cards with either pictures or words that the teacher shows to the class), cue cards (similar to flashcards but that given to students for pair or group work),and wall-charts (which are a lot bigger than flashcards, are usually stuck on the wall or board, and are big enough to show details).

How do we quote people?

11.4 RESEARCH PROBLEM

Are you sure they are avoiding to use...

This study intends to investigate the reason why teachers at secondary school Panguila avoid using aids while dealing with low language background students. Also it will study the advantages of using aids and will search on the students reaction toward the inclusion of aids in the lessons. Lastly will suggest some ways to drive teachers at secondary school panguila using aids.

Is this your research problem?

1.5 RESEARCH QUESTIONS

teaching

1-What are the reasons teachers avoid using aids?

2-Why teaching without materials may not be efficient for learners? I think that this matter does not have

3-How students react toward inclusion of aids in the classes? Reaction might be positive but does it have positive in terms of language learning?

1.5 HYPOTHESIS

Research question number one and possible hypothesis

1-Teachers are incomplete training and don't know the importance of teaching aids. What do you mean?

2-teachers know the ease of use these tools but put out or ignore. ??

not clear.

Research Question number two

1-Discourage studentes to use language and de-motivate learners to attend the lesson.

2-students become unbearable an d ask teachers to make translation about the lessons.

3-Because of the different background the lesson become difficult and decrease understanding.

Are you researching this?

Hypothesis for research question number three .
1- Motivate students and they can learn better. The lesson become more easily

.2-Facilitate the proper understanding and discourage the act of cramming

3- Students obtain the opportunity to increase vocabulary and engage them to explore new ideas.

1.6-DATA COLLECTION METHODS

Observation, interview and questionnaire are the methods used to support this experimental research.

OBSERVATION

The researcher watches carefully (case study) for a period of time to learn the results based specific or scientific observation. The comment is based on we have seen, heard or read. Observation can be formal experiment, stimulated recall, observations schemes and interactions analysis.

Nunan (1996) argue The secret of good observation is to create the unusual from out of the commonplace.

PROCEDURE

This researcher records and transcribes part of the lesson and gets the teacher or where possible the students to comment on what was happening at the time that the teaching and learning took place.() Stimulated recall In interaction analysis the researcher analyse the classroom interaction involves the discursive analysis of classroom took place

Observation method we can see the link with researcher and others people observed to improve achievement to the general research knowledge. But sometime the information is difficult because the person we are observing become afraid.

INTERVIEW

Where did you take this definition from?

Is a formal meeting at which person is asked question to see if they are suitable for a particular job or for a course of study at a college, or university. The interview can be considered as a research tool to seek data.

You need to read some literature

To vague

PROCEDURE

The interviewer has the general idea of where s/he wants the interview to go and what should come out of it but does not enter the interview with a list of predetermined question. Who will you interview, how and with which purpose?

Interview gives the interviewee a degree of power and control over the course of interview, gives great deal of flexibility and the privilege access to others people's lives. But It's too long. Not clear. This sounds like an extract from a text, you need to acknowledge the source.

QUESTIONNAIRE

Is a written list of question that are answered by number of people (teachers and students) so that information can be collected from the answers. Elaborate!?

PROCEDURE

Questionnaire can consist in entirely of closed, open or mixture of closed and open questions.

Confusing

This research obtain useful information because of the open questions, but sometimes the information are not credible and It's only for learned people.

1.6 DATA ANALYSIS METHOD

Statistical Approach and procedures: which statistical approach/procedure will you use and why?

Nunan (1992) states that statistical help you to understand the logic behind experimental research in which the researcher make claims about an entire population based on data obtained from a subset or sample of that population.

Quantitative and Qualitative research will be part of my research for a statistical data suggestion. Quantitative will suggest the number of interviewer and the answer. Qualitative determine the quality of the comprehension about people observed or the interviewer.

Not clear!

Please elaborate on this.

3 LITERATURE REVIEW

This section will present approaches theories and definitions about teaching aids.

Lightbown and Nina Spada (2006:19,20) states that what children need to know is essentially available in the language they are exposed to as they hear it used in thousands of hours of interactions with the people and object around them.

verb agreement

refs.

Piaget, Lightbown and Nina Spada (2006) observed infants and people. He was able to trace the development of their cognitive understanding of such things as object permanence …The developing cognitive understanding is built on the interactions between the child and the things that can be observed or manipulated. For Piaget, language was one of a number of symbol systems that are developed in childhood. Language can be used to represent knowledge that children have acquired through physical interaction with the environment.

in the same book?

why?

which colleagues

Researchers such as Jeffrey Elman and his colleges (1996) explain language acquisition in terms of how children acquire links or connections between words and phrases and the situation in which they occur. They claim that when children hear a word or phrase in the context of specific object, event or person, an association is created in the child's mind between the word or phrase and what represent. Thus hearing a word brings to the mind object and seeing the object brings to the mind the word or phrase.

Very poor and limited. No reference to teaching aids. No quotations, no clear reference ... or source of information.

3.1THE COMMUNICATIVE APPROACH

Celeste Sambeny and Ana Gonzalez (volume II, 62) argue that Communicative approach consists on checking how well a student can get the message through in real- life situations. According to Heaton (1988:19) 'Communicative testing result in an attempt to obtain different profiles of learner's performance in the language' Another points is that communicative tests will be made of exercises which are related to the students real context and needs (authentic materials), and skills will be dealt with as they appear in real life. Finally, exercises are sequential, that is, they are linked in a sequence in order to convey contextualized meaning.

How many to fix are you using ...?

4-CONCLUSION

Teaching aids can greatly contribute to any teaching learning process but it is important to remember that teachers, have the great responsibility of facilitating that process using all the tools available for them. We have to keep learning about our subject. So that we will always be excited about then and always have new ideas to share with our students interests and engage them as explore new topics and ideas. All the explanation of my research has been covered with more details throughout the term paper proposal items such as: Introduction, the rationale and purpose of the study, real life and research problem, research site research questions and hypothesis, data collection and data analysis method, literature review definitions of teaching aids and fluency.

Do you think so?

You need to re-structure your work, and show that you read something about your topic, before you even started writing your research proposal. You need to find out how references are shown and written within the text. Be careful with the language; this an academic piece of work.

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You need to stick to the conventions of bibliography writing. We are using the APA style

Research Proposal 2

INSTITUTO SUPRIOR DE CIÊNCIAS DA EDUCAÇÃO

ISCED LUANDA

Repartição de Inglês

Term Paper Proposal

TOPIC

Effects of Teacher's Attitudes towards Students' Language Errors
Case study at the 1st Cycle of Secondary School Nr 4028- Sambizanga Luanda

COURSE: ENGLISH 4TH YEAR 2012-13

appropriate methods, and consequently improve their teaching.

1.7. Date Collection Methods

In this research, it will be used more than one method in order to collect data because of the objective we want to achieve, namely questionnaires, observation and interviews.

1 Questionnaires: It is a list questions to be answered by respondents for the researcher to gather specific information (P. Langley 1994:9). who?

2 Observation: It involves looking and listening carefully to the people being studied to get particular information. (P.Langley 1994:31)

The reasons for choosing this method are to gather detailed information about people and situation, and to study them in their setting without being influenced by the researcher.

3 Interviews?

Too vague! be what exactly will you looking for and why?

1.8. Data Analysis Methods

This research includes quantitative and qualitative research, to analyze the data. For quantitative data, it will be used tables of frequency, graphs and diagrams.

What statistical procedure will you use?

1.9. Anticipated Problems

classroom observation?

Teachers might not accept to observe their lessons; learners may feel inhibited with the presence of someone (observer) who is not their teacher, the researcher might face problem related to the transportation and the weather, especially in the raining time.

2. Context and Setting of the study

Although the government of Angola has outlined priorities in its efforts to improve the country's educational system, English is seen as a foreign language and that the majority of the population does not speak it. But we can find few fluent people among the population. The challenge is that, lack of access to quality education is preventing millions of people from escaping the cycle of extreme poverty nationwide.

This research will be carried out at "Escola Secondária do I° Ciclo Nr 4028 Bairro Ngola Kiluange Sambizanga, Luanda. This School of 1st Cycle of Secondary School was built in 1987, from grade 7 to 9 with eighteen (18) classrooms with compulsory subjects such as: Biology, Physics, Chemistry, Geography, Math, History, EVP, Ed. Laboral, Physical Education, English and French. The total number of students is around 1955 students (1011 female and 944 male) aged between 11-16 and divided into two shifts (morning and

afternoon). The school has 59 teachers of both genders, with several years in teaching. Eight of them are female. The ELT has 4 teachers and they are all male being trained at the Faculty of Art. **The target group language:** Four teachers of English, all male aged 32 to 50, and students of 9th Grade, Classroom Nr 11.

3. Literature Review

In the previews sections the discussion focused on the statement of research problem, the goal of this study, the research question, the research target, etc. In this section, the focus will be on the review of previews studies on teachers' attitudes towards students' language errors. The section is organized as follows: It begins with an overview of theories, then, it will address the language acquisition concepts. Moreover, it will raise the factors affecting second language learning, the importance of teachers' attitudes toward students' language errors, as well as the problems and approaches on attitudes of teachers. Finally, it will focus on what researchers say about the teachers' and students' attitudes toward language errors in the Angolan EFL teachers' context.

The literature review of this proposal has its main focus in language theories. Since this study explores teachers' attitudes towards students' language errors, it is important to explain the definitions of the attitudes determine the reaction towards a person, a thing or a phenomenon like feeling and behavious is examined.

3.1. Second language Acquisition/Learning

Why? Is your Research about causes of errors or about Ts' reaction to these?

Learning a second or foreign language in non-native atmosphere poses serious challenges. According to Krashen (1975) a child before the puberty age (also called the critical age hypothesis) easily learns a language compared to an adult.

With regard the terms acquisition and learning, Yule (2006:165) made a clear distinction between the two terms: for this scholar, *acquisition* is used to refer to the gradual development of ability in a language by using naturally in communicative situations with others who know the languages. On the contrary, the term *learning* is applied to more conscious process of accumulating knowledge, such as vocabulary and grammar in an institutional setting. This study investigates the problem related to how teacher's attitudes can help grade 9 of Secondary School 1st Cycle students improve their fluency and accuracy. What really matters for this research are factors that affect second language learning.

Is your research concerned with acquisition or learning?

3.2. Factors that affect second language learning

what is the relevance of these to your research?

Ellis, 1985 and Littlewood (1998) have studied second language learning and found that there are factors which affect the process of learning a second language. What follows is a brief description of some factors found by these authors.

A learner's language proficiency can be defined and measured in different ways. That is, there are many ways to define the success of language learning. The cognitive academic language proficiency- CALP- and the basic interpersonal communicative skills – BICS- are factors that might interfere with the second language learning: BICS are those cognitively demanding and include known ideas, vocabulary and syntax. They are regarded as and the aspects of communication that are used in daily life routines for communicative exchange for example naming objects and actions, etc.

From which source did you take these concepts?

Interestingly, CALP skills are those that are necessary for literacy achievement and academic success. CALP are called upon to use information acquired to find relationship, make inferences and draw conclusions (Ellis 1985).

The target group of this research is students from a Second School which the curriculum id of composed of many subjects including foreign language program. Therefore, students who belong to this type of school need to be equipped with strong academic abilities. Clearly, there some factors those affect second language learning namely: personality, motivation and attitude and so forth.

3.3. Personality

There are a number of personality characteristics that are likely to affect foreign language learning, such as extroversion and introversion, inhibition and risk-taking, anxiety, etc. However, there are controversial ideas among researchers. Some researchers, Ellis, (1985:11) argue that learners' success in language learning is associated with extroversion such as assertiveness and adventurousness, while others (Yule 1996:191 state that many successful language learners do not get high scores on measures of extroversion. On the other hand, inhibition is a negative force for foreign language, for example pronunciation performance.

One can confirm this statement by observing students during the lessons. The majority of them seem to be afraid of making errors because they do not want to be motive of laugh. Thus, they show inhibition in participating mainly in speaking activities, where they are the centre of attention of colleagues and the teacher.

No reference to error correction techniques applied to specific kinds of errors! And no reference to kinds of errors or nature of these.

3.4. Motivation and Attitude

In this research what should these be related to?

There are two types of motivation that may be involved in learning a language: the extrinsic or instrumental motivation and the integrative or intrinsic motivation. According to Littlewood (1998:54), Instrumental motivation is when you want to learn a second language in order to achieve other goals such as obtaining a necessary qualification or improving employment prospects, and integrative motivation is when you want to learn the second for social purpose, for example to communicate more satisfactory and to gain close with somebody else.

Other researchers defined the two types of motivation as integrative and instrumental. Both integrative and instrumental types of motivation are related to success in learning a language (Yule, 2006:167).

Our students at Students at Secondary 1st Cycle seem to have both types of motivation: the instrumental and the integrative motivation because they want to meet a school curriculum requirement and also they want to be able to use the second language in their social lives.

3.5. Errors and Mistakes

Samberry & Gonzalez

According to CELESTE, S. & ANA SOFIA, G (2011), correcting mistakes in speaking lesson should be considered differently from correcting mistakes in teaching any other skill. It is therefore important for the teacher to know when to stop students to correct their mistakes and we would recommend you not to stop them so often because it might interfere in the process of reasoning. So, here teacher needs not to interrupt the activity as this can impede fluency and undermine their confidence.

Concepts

It worth mentioning the difference between errors and mistakes and also give some examples regarding the two subjects. Comparatively, in English language teaching, errors and mistakes are not synonyms but have a precise technical meaning. Corder (1997:25) makes a difference between errors and mistakes: an error is the lack of knowledge on the student's part and mistakes are an indication that the students have not yet fully acquired or assimilated the form of a language.

To illustrate the mentioned difference, let us look at the following examples:

Example of mistake:

1-Teacher's instruction: Write the following sentences in the plural

a-There is a chair in my living room.

b-The child is playing in the garden.

2-Student's answer in written form: a-There are five chair's in my living room.

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you must check bibliography writing!

Appendix AJ- The relationship between the research questions, aims, data, the key findings and the implications to the research knowledge.

Research questions	Aims	Method	Key findings	Implicat researcl
In what ways do academic and research literacy practices contribute to the successful completion of a research report?	**To understand the connection between academic and research literacy practices on the one hand and the completion of research reports.**	**Interviews, textual analysis of students' research proposals, and classroom observations.**	**The academic and research literacy practices are not contributing much to the production of the research proposals and reports, since the content that is covered in key subjects is not relevant/directly related to this production.**	**Unless t preparatio in terms of the r and writi work, this task to ac**
1. In what manner do TTI nº 200 students acquire academic and research literacy practices?	1. To identify acquisition loci and processes as well as modes and approaches of transmission	1. Classroom observations, interviews and survey.	1. The lecturing mode in use is still teacher centred and does not involve students in highly academic tasks that require critical thinking. There is little practice that is directly related to research design and dissertation writing. The feedback provided on the little work students produce is not appropriate since lecturers do not provide the necessary amount of detail that could help students improve their skills and use this knowledge in the actual conduction and production of their research proposals and reports.	1. If th learning the asses and qualit not chan demands projects writing, t hardly cha
2. In what ways do TTI nº 200 students deploy academic and research literacy practices skills in the production of research reports?	2. To understand students' academic and research literacy practices and identify challenges.	2. Interviews and textual analysis of students' research reports	2. Samples of students' research proposals and reports show that there are some problems in producing academic texts. These problems include deficiencies in academic writing (coherence and cohesion, the way of organising their ideas and putting their opinions forward, critical thinking, appropriate source referencing), and in research methodology (devising sound research instruments, analysing and interpreting data, and drawing conclusions).	2. Student their resea lack of practice in texts and research need to e activities related to to do for th
3. In what ways does curriculum alignment impact on the production of research reports?	3. Using Biggs' (1999) idea of constructive alignment the researcher will check alignment within the system and investigate its impact on dissertation production.	3. An examination of course content and course material will be conducted to verify the connection between coursework and dissertation production,	3. There is no alignment between what is taught – learnt, and assessed throughout the course, and the production of the actual research projects. The course work is rich and well	3. There is between w learnt thro and the sk the succes the resear

		together with some classroom observation and semi-structured interviews to the head of the English sector and some teachers.	designed but what is delivered and the way it is delivered does not correspond to the demands of the institution at the end of the course.	are expect the end of other word discrepanc skills acqu and the sk need to pr research p alignment teaching a practices i successful research p
4. In what ways do supervision practices enable and/or constrain the successful completion of research reports?	4. To identify strengths and weaknesses of supervisory practices and their impact on the production of research reports using (Dysthe, 2002) and (Grant, 2010).	4. Interviews	4. Research supervision practices are not contributing to the successful completion of the research projects. It is not regarded as a pedagogical activity, where the supervisor should act as a mentor, scaffolding, and guiding the student throughout the process. Instead, many supervisors already expect the students to know how to conduct research and write the final research product on their own. Some supervisors need to be trained in research supervision, since no prior training was provided to them.	4. Researc needs to b improved where both responsibi since this i

Appendix AF –Students' Research Reports

Research report 1

CHAPTER I – THE INSTITUTION

This chapter will provide a brief description of the educational institution in which this study was carried out, as well as information about the teachers, the students, and the English language curriculum used in this institution.

Comentário [H1]: verb tense

1.1. Background information

The institution was founded on 25 March 1995 as Instituto Medio Normal de Educação (IMNE). At the time, IMNE was denominated Núcleo-3, and was a school aimed to form future teachers. However, since 1995 up to now its name has changed three times. It first changed to Núcleo -3, then to IMNE 22 de Novembro, as a teacher training institution. It trained teachers in various subjects in third level schools, including teachers for pre-schooling. And now it is called Escola Secundária do Segundo Ciclo nº3032.The institution is located between two schools, namely Njinga Mbandi and the new Puniv central in Ingombota municipality (around 1st de Maio).

At the moment, the school is in a process of educational change. It has two systems of teaching which are PUNIV and IMNE. Although the school is in a changing process from IMNE which is a teacher training institution to PUNIV which is a general teaching or a technical professional institution, the teachers are being adapted, in other words, are having in-service training in other technical subjects. Thus, as a secondary school the institution has three courses, namely: Physics & Biology Sciences, Law and Economic Sciences and Human Sciences. It has fifty eight (58) teachers, five (5) of which are English language teachers, working in morning, afternoon and evening timetables.

Students from Escola Secundária do Segundo Ciclo nº3032, after completing their courses, may continue their studies in different universities in the country. They can study at Faculdade de Letras or Faculdade de Direito for instance.

Comentário [H2]: explanation needed

In the courses mentioned above, English is taught as a curriculum subject (Língua de Opção). 10th grade students, for instance, have 4 sessions of English classes weekly, 11th grade students have 3 sessions, and 12th grade students have 2 sessions weekly.

Comentário [H3]: meaning

Therefore, the lower the academic level the higher is the amount or quantity of sessions of English classes.

1.2. Ennglish Language teachers

Teachers at Escola Secundária do Segundo Ciclo Nº 3032 were formed in different universities in the country. Some of them were formed at ISCED (Higher Institute of Sciences of Education), others were formed in universities which do not have to do with teaching English as a foreign language or second language. As a matter of fact, the main requirement to teach at this school is to have, at least, a Bachelor degree in any area of teaching with (a little) knowledge in English. Their support included periodically selecting and sending some teachers to the UK to learn how to teach English as a foreign Language (TEFL).

Comentário [H4]: trained?

Comentário [H5]: See H22

Comentário [H6]: See H23

Currently, some teachers have a chance to attend different conferences around the country or even sometimes, have the opportunity to attend in-service training. Although, the school is in need of teachers, the ones present do their best so that teaching and learning takes place. In addition, teachers still face common challenges such as shortage of teaching resources (books, flashcards, dictionaries, CDs and others), and large classes.

Comentário [H7]: Where?

1.3. The Students

The majority of students at Escola do Ensino Secundário nº 3032 are interested in learning English. During the classes, many of them get involved in the lesson. They keep quiet listening to explanations, though sometimes teachers are not able to manage the classes.

Comentário [H8]: What do you mean?

It is important to mention that English is taught as a foreign language in lower levels or grades, i.e. in grades such as 7, 8 and 9. In some private schools, English is taught since grade 1. Some Private schools such as Escola Portuguesa, A Colina do Sol and Carla

Comentário [H9]: Do we need this information?

Alexandre, implement English at this grade (grade 1), to enable students reaching elementary level when they complete grade 9.

Students at this institution are teenagers and adults, are aged 15 up to their 60s, and are divided into different timetables according to their age. So, these students are expected to have, at least, elementary level, as they study English for three (3) years.

After this brief presentation of students of Escola Secundária do Segundo Ciclo nº 3032, the next section will focus on the material used at this institution.

1.4. The English Language Curriculum

In the past, when the school had the status of IMNE, the main course book used at the institution we are referring to, was the New Cambridge English course. Recently, the school has adopted the New Headway course book for the English program. For grade 11th, teachers and students use the elementary course book which contains CD with audio program. The book's contents are used as a syllabus.

2.3.4. Learners' perceptions of their successes and failure in foreign language (2004)

Comentário [H10]: What does the year refr to?

An even more recent study done with children was the one Williams and Burden conducted with Poulet and Maun. In this study the researchers' aim was to identify the subjects' perceived reasons for their success and failures in foreign language learning, and how these perceptions varied across different variables: age, gender, perceived level of success and specific language studied. They developed a qualitative research within a constructivist approach to learning

Comentário [H11]: No years…

The subjects were 285 male and female secondary school students, aged 11 to 16, learning three different foreign languages (Spanish, French and German) in five secondary schools in the UK. They were submitted to a simple questionnaire in which they were asked to indicate their perceived level of success by selecting the most

appropriate statement to them (for example, *I usually do well in French*, *I don't often do well in French*, etc.), and were then requested to answer two open-ended questions where they would list the reasons why they succeed or not in learning the foreign language in question. The data was analysed through means of a grounded theory to code responses and sort them into categories. One thousand statements produced by the students resulted into twenty-one categories of reasons for success and sixteen for failure, that were tabulated according to the different variables under study.

The authors found out that attributions varied depending on the gender and age of the subjects, the language they were studying and whether they perceived themselves as success or failure-oriented. It was concluded, for instance, that effort (the most produced attribution), was presented more by boys as a reason for success and the lack of it was presented more by girls as a reason for failure. It also tended to be more presented by success-oriented students than failure-oriented ones. Effort was also a quite interesting attribution in terms of age, as it could be observed that it tended to be less frequently mentioned as age increased. Differences were also found in attributions such as ability, strategies and teachers across the different variables, and German, again, proved to be the foreign language preferred by boys. In addition, lack of reference to attributions like rewards, feedback and influence of others such as parents, contrarily to some of the other studies, is a quite interesting finding.

Comentário [H12]: The literature review is quite poor

CHAPTER III - RESEARCH METHODOLOGY

This chapter provides a description of the research methodology in the current study. I first present a little introduction of research methodology, the methods of data collection, and the research site and subject. I also present the methods of data collection, which are questionnaire and interview and, at the end, I present the methods of data analysis.

In this study, I will focus on the students' perceptions of their successes and failures in learning English. As the researcher of this study, I used two methods of inquiry, which helped me to collect the data. The methods used in this study, as I mentioned before, were the following: questionnaire and interview.

Comentário [H13]: Check language

Comentário [H14]: Do you need to say that

Questionnaires may consist of open or closed response items. For open ended items, respondents provide a written response whereas for closed items, respondents indicate their answers on a scale.

Alreck & Settle (1995) cited by Baccus (2004) demonstrates that, "Survey research involves the collection of information from a sample of a population in order to understand or describe a larger population of interest and because survey typically ask people about attitudes, perception, images behaviour, affiliations, and basic demographic information."

I use this methodology to collect data because versatility, efficiency, and generalisability make surveys advantageous for data collection (Schutt, 2004). According to Jaeger (1988) cited in Baccus (2004:56), "the following conditions must be present for good survey research to occur: researchers have a desire to learn specific information about a large group of persons, or institutions, the population or group of interests is well defined, investigators are interested in the current conditions of a group, not what would transpire if a change were made, and finally researchers realize that the best way to collect the desired information is to ask individual persons".

Comentário [H15]: Which methodology?

Comentário [H16]: This quotation does not relate to what you are saying……

3.3. Methods of data analysis

Due to the nature of this study, I only use qualitative data analysis procedure. Before, I continue with the current study, I have to give some clarification of what qualitative analysis research is.

Comentário [H17]: You say only qualitative data analysis?what about the questionnaires?

According to Cresswell (2007:07), "qualitative research is based on non numerical data". And he goes on further saying that a "qualitative research explores attitudes, behaviors and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, people tends to last a lot longer". However this type of research generates statistics through the use of a large –scale survey research, using methods such as questionnaires or structured interviews.This research study is subjected to interviews data and with written responses to open –ended items on questionnaire and will be subjected to qualitative analysis techniques. However, to analyze these results, I need to understand the importance of grounded-theory. The reader might be asking what a grounded theory is. Strauss & Corbin (1998) cited by Cresswell (2007: 63) demonstrates that: "A grounded theory is a qualitative research design in which the inquirer generates a general explanation (a theory) of a process, action, or interaction shaped by the views of a large number of participants".

This qualitative research design was developed by two researchers in 1967, namely Barney Glaser and Anselm Strauss who felt that the theories used by other researchers were inappropriate for informants under a study. More recently, Charmaz (2006) has advocated for a constructivist grounded theory, introducing another perspective into the conversation about procedures. Grounded theory has gained popularity in different fields such as: Sociology, Nursing, Education, Psychology, and in other areas of knowledge.

The two approaches to grounded theory are the systematic procedures of Strauss and Corbin (1990, 1998), and the constructivist approach of Charmaz (2005, 2006). The researcher conducts 20 to 30 interviews based on several visits "to the field" to collect interview data to saturate the categories. Strauss and Corbin (1990, 1998) claim that the researcher seeks to investigate systematically and develop a theory that explains process, action, or interaction on a topic (e.g. the process of developing a curriculum, the therapeutic benefits of sharing psychological test results with clients).

In grounded theory there are many forms of data analysis information, namely category, theoretical sampling constant comparative analysis, open coding, and so forth. In this current study, I am going to use Strauss and Corbin (1990, 1998) to illustrate grounded theory procedures because systematic approach is helpful to individuals learning and open-coding procedure of data analysis. When open-coding is used 'the researcher forms categories of information about the phenomenon being studied by segmenting information. Within each category, the investigator finds several properties, or subcategories, and looks for data to dimensionalize, or show the extreme possibilities on a continuum of the property (Cresswell, 2007: 67).

Therefore, in doing this study, first I had to code each statement for the attributions of successes and failures students used to describe an action.. Second, I had to form the attributions categories according to the statements. Third, I had to group the questionnaires in terms of age and gender. And, finally, I had to count them and separate according to the variables I used for this study: gender, age and perceived level of success, tabulate the results, and interpret them.

Next chapter, we will have a look at data analysis and interpretation.

Comentário [H18]: tense

CHAPTER IV - DATA ANALYSIS AND INTERPRETATION

In this chapter, my main concern is to interpret the meaning that the respondents intended by the statements they mentioned while filling the questionnaire and answering the interview. I tried as far as possible not to impose my own pre-determined categories from my mind.

4.1. STUDENTS' RESPONSES (Questionnaire Responses)

Here, I will try to show students attributions in doing well, that is, the results obtained after this long journey. In this study, fourteen attributions (reasons) for doing well were cited by students. Of the 156 reasons cited for success most were concerned with *interest*. This category included statements such: I like English, pay attention to teacher's explanation, English is nice, be attentive, motivated, enjoying, when I am motivated. This category was mentioned 35 times.

The next attribution emerged was termed as *teacher.* This category included statements such as: A friendly teacher, a shy teacher, a funny teacher, good, patient, demanding teacher, a model .It is important to mention that teachers were cited 25 times.*Effort* was cited 25 times. This category included: reading at home, try hard, do homework, concentration and dedication.

The next attribution was termed *Strategy.* In the one hand, it was not easy to differentiate strategy from effort. I defined strategy operationally as directed effort, even though the sense of direction was always very clear or purposeful. This included statements such as: search in the internet translating lyrics from English into another language and vice –versa, using a vocabulary. This attribution was mentioned 16 times.

Comentário [H19]: Are you not doing quantitative analysis here?

Practice was mentioned 12 times and included statements such as: having a dialogue, debating, talking to the teacher using the target language, and not practicing.The following attribution was *attendance*; were statements such: be late at a lesson and failing to attend the lesson. This attribution was cited 7 times. *Material* was also identified with statements such as: lack of material, a book, a dictionary. This attribution was cited once.*Task difficulty* was mentioned with statements like: it is difficult to write, I am not able to pronounce well, I am not able to read. It was mentioned 3 times.*Environment* was identified with statements such as: noisy classroom, that is, a classroom near the road and also when classmates make noise. It was cited

once.*Teaching methodology* was identified with different types of statements, like good or bad teacher's explanation, the way teacher explain, I understand when teacher use two languages, i.e. English and Portuguese. This was mentioned 15 times. *Peer* which was identified with statements, such as working with others and teacher and students interaction or students and teachers interaction.

The last but one attribution mentioned was *the time*; and it was identified with statements like: short time to study and availability. It was mentioned twice.

So, the last attribution mentioned was ability with statements like: I do not understand what was taught, English is easy and it is not so easy to learn. This category was mentioned 11 times.

As I said before, these are the most cited categories (attributions) for success (doing well). However there were other reasons that were cited but not as often as the ones mentioned before. As a surprise to me, teaching materials or other elements such as parents or friends were never mentioned.

Thus, on the table below, we can see that the most cited attributions are internal, that is, to say students attribute their successes more to external reasons rather than internal.

TABLE 2: GENERL ATTRIBUTIONS FOR SUCCESS (N=60)

Comentário [H20]: spelling

ATTRIBUTIONS	**Nr**	**%**	**INT/EXT**
EFFORT	23	14.93%	I
TEACHER	25	16.23%	E
INTEREST	35	22.72%	I/E
ABILITY	11	7.14%	I
STRATEGY	16	10.38%	I

ATTENDANCE	7	4.54%	E
MATERIAL	1	0.64%	E
ENVIRONMENT	1	0.64%	E
TASK	3	1.94%	I
PEER	2	1.29%	E
TIME	2	1.29%	E
TEACHING METHODOLOGY	15	9.74%	E
PRACTICE	12	7.79%	I
TOTAL:	154	99.27%	

Total: 154 Attributions mentioned

The attributions cited for students successes differ from the ones mentioned for students failures, that is ,the attribution mentioned for student failures are the following;

Comentário [H21]: this is obvious

TABLE 3: GENERAL ATTRIBUTIONS FOR FAILURE (N=60)

ATTRIBUTION	**Nr**	**%**	**INT/EXT**
EFFORT	16	10.52	I
TEACHER	14	9.21	E
INTEREST	43	28.28	I/E

ABILITY	16	10.52	I
STRATEGY	7	4.60	I
ATTENDANCE	8	5.26	E
MATERIAL	3	1.97	E
ENVIRONMENT	6	3.94	E
TASK	18	11.84	I
PEER	0	0	E
TIME	1	0.65	E
TEACHING METHODOLOGY	15	9.86	E
PRACTICE	5	3.28	I
TOTAL:	152	99.93	

4.1.1. Attributions in Terms of Gender

Here I will show how the attributions mentioned by students varied depending on whether they were men or women. First, let us look at attributions for success, and then we will see attributions for failure.

Comentário [H22]: verb tense

According to the data collected, we can see that girls mentioned effort 9 times. However boys mentioned it 14 times. Meaning, that boys believe that as a reason for doing well in English should be through effort. On the other hand, girls mentioned teachers as a reason for their successes and boys only cited 10 times to teacher. Girls cited interest 18 times and boys mentioned it 17 times which can be concluded that both boys and girls are more external/internal. The other conclusion to be made here is that girls cited ability 7 times and boys only cited 4 times. It is understood that girls are more external than boys.

Comentário [H23]: that means that

On the next table, we will see the attributions for failures in terms of gender (see the table below).

TABLE 9: ATTRIBUTIONS FOR SUCCESS IN TERMS OF PERCEIVED

LEVEL OF SUCCESS

	Success-oriented			**Average**			**Failure-oriented**		
Attributions	**Nr**	**%**	**I/E**	**Nr**	**%**	**I/E**	**Nr**	**%**	**I/E**
Effort	6	13.%	I	13	17.5%	I	3	14.2%	I
Teacher	6	13.%	E	16	21.6%	E	3	14.2%	E
Interest	13	28.2%	E/I	16	21.6%	E/I	5	23.8%	E/I
Ability	3	6.5%	I	5	6.7%	I	1	4.7%	I
Strategy	11	23.9%	E	7	9.4%	E	2	9.5%	E
Attendance	0	0%	E	2	2.7%	E	3	14.2%	E
Environment	0	0%	E	0		E	1	4.7%	E
Task	1	2.1%	E	1	1.3%	E	0	0%	E
Material	0	0%	E	2	2.7%	E	0	0%	E
Peer	0	0%	E	1	1.3%	E	0	0%	E
Time	0	0%	E	2	2.7%	E	0	0%	E
Teaching methodology	4	8.6%	E	1	1.3%	E	1	4.7%	E
Practice	2	4.3%	E	8	10.8%	E	2	9.5%	E
Total	**46**	**99.6%**		**74**	**99.9**		**21**	**99.5%**	

NB:I/E. **I**=stands for internal and **E**=stands for external

The success-oriented group cited the internal /external attribution of interest 28.2% and use of appropriate strategies and effort for reasons of perceived level of success.

The average group, cited the external attribution of teacher 20% and internal/external of interest was also mentioned 20%.However, strategy was only mentioned 6.7%. On the other hand, the failure–oriented group cited the internal/external attribution of interest 23.8% and the second most cited attributions for failure were the use of effort, teacher and finally an external attribution which is attendance.

As a conclusion, we can see from the data that success-oriented group, average and failure-oriented all cited the same attributions and their percentage is high. So, the groups depend more from internal and external factors. Success-oriented group, mentioned interest more than the others in terms of percentage and as far as we can see, most students perceive themselves as average.

Comentário [H24]: somehow confusing

4.2. Students` Interview Responses

In this interview, 9 attributions (reasons) were cited by students. Twenty (20) students took part on the interview, were 10 male and 10 female aged 18-26 and 27-36. On the table below, we will see the results obtained.

So, 9 attributions for doing well (success), were the most cited reasons:

Comentário [H25]: name them?

Interest; this category included statements such as; I like English, its interesting, pay attention to teachers explanation, English is nice, be attentive, when I am motivated. So, this category was mentioned 12 times. The attribution which emerged next was termed *effort*. This one, was mentioned 40 times and included statements such as; a friendly teacher, patient, funny, demanding and a model one. After, we found *strategy* which included statements such as: search on the internet, translating lyrics from English into another language and vice-versa. The following attribution was termed *attendance* (statements like; be late at school and not attending the lesson). This attribution was cited once.

Comentário [H26]: are you citing what the student said?

The last but one attribution, was termed *teaching methodology*. This category was identified with different types of statements like: good or bad teachers explanation, the way teacher explain, I understand better when teacher uses two languages (English and Portuguese). This reason was cited 4 times. The last reason was termed *practice*.

Practice was identified with statements like: I like having dialogue, practicing and talking to teacher using the target language.

Here, in this session we will show the results obtained from the interview done with the target group. Similar from what we did with the questionnaire we will do with the interview. We will analyze the attributions for success and failure in terms of gender, age and, finally, perceived level of success.

TABLE 12: ATTRIBUTIONS FOR SUCCESS IN TERMS OF GENDER (N=20)

	Boys			**Girls**		
ATTRIBUTION	**Nr**	**%**	**INT/EXT**	**Nr**	**%**	**INT/EXT**
EFFORT	6	27.2%	I	4	20%	I
TEACHER	4	18%	E	3	15%	E
INTEREST	5	22.7%	I/E	7	35%	I/E
ABILITY	0	0%	I	0	0%	I
STRATEGY	2	9.0%	E	4	20%	E
ATTENDANCE	1	4.5%	E	0	0%	E
TEACHING METHODOLOGY	2	9.0%	E	2	10%	E
PRACTICE	2	9.0%	E	0	0%	E
TOTAL	22	99.4%		20	100%	

Boys attributed most of their successes to their own effort, the teacher, interest, strategy and also to practice. Similarly, girls had the same attributions, but boys had a lower number. Boys cited practice for twice in contrast girls did not mention. In terms of percentage, girls seemed to be more successful than boys. We can see that boys

mentioned effort 27.2% and girls 20%, teacher 18% for boys and girls 15%, interest 22,7% for boys and 35 for girls. Therefore, we have seen that interest plays greater role in learning a language than the other categories (attribution).

Comentário [H27]: You are dealing with the interviews but analyzing data quantitatively; remember you said that your study was only qualitative.l……

TABLE 13: ATTRIBUTIONS FOR FAILURE IN TERMS OF GENDER (N=20)

	Boys			**Girls**		
ATTRIBUTION	**Nr**	**%**	**INT/EXT**	**Nr**	**%**	**INT/EXT**
EFFORT	3	13.6%	I	4	16.6%	I
TEACHER	5	22.7%	E	1	4.1%	E
INTEREST	3	13.6%	I/E	5	20.8%	I/E
ABILITY	2	9.0%	I	2	8.3%	I
STRATEGY	0	0%	E	2	8.3%	E
ATTENDANCE	2	9.0%	E	2	8.3%	E
TEACHING METHODOLOGY	6	27.2%	E	6	25%	E
PRACTICE	1	4.5%	E	1	4.1%	E
TOTAL	22	99.6%		24	99,9%	

Here, we can see that boys attribute their failure mostly to the teaching methodology and girls do the same however boys mentioned more often teacher than girls did. We can conclude that the attributions are the same however the number of attribution is sometimes higher.

4.3. Teachers` Responses

Here in this session, we will examine the answers given by the teacher about the perception he has about his students. But, first we will analyze the responses from the questionnaire and then from the interview.

4.3.1. Questionnaire

Comentário [H28]: You did not mention this before

For this study, I only used one teacher and before he completed the questionnaire I explained how he should complete it. After having the questionnaire completed I collected at the same day, that is, after few minutes. The results obtained were the following:

Comentário [H29]: Why one teacher only?

0. The teacher cited four attributions, namely: teaching methodology, interest, teacher and effort.
1. For *teaching methodology*, the teacher used statements such as: the way I teach and explain and also the method I use to teach.
2. The following attribution was *interest*. He used statements, like: when they care about a given lesson.
3. *Teacher* was identified with statements such as: the way I motivate them.
4. The attribution *effort* was identified with statements like: when they study at home and do homework.

Now we will have a brief description of how teacher attribute success and failure to their students.

1. The teacher perceived their students as ***average*** in learning English.

Comentário [H30]: How many teachers are you talking about?

2. In terms of ***attributing success***, the teacher cited teaching methodology twice and the teacher once.

So, we can say that teachers attribute their students' success to the teaching methods used and to the teacher herself/himelf.

Comentário [H31]: How many teachers are you talking to?

Now, in terms of ***attribution for failure,*** we found out that the teacher mentioned three attributions, namely: *interest, effort* and *the teaching methodology.* These attributions were each cited once. On the next session, we will see the data from the teachers` interview.

4.3.2. Teacher's Interview

Here in this chapter, we will see the results obtained by the interview carried out with the teacher.

I had to book the interview with the teacher in a day in which he was not busy. So, we planned to meet at the school where he teaches.

The interview took less than ten minutes because the questions were the same as the ones used in the questionnaire.

In attributing students' success and failure, the teacher cited two reasons, that is, *effort* and *interest*.

Effort here, was identified with statements like: do homework, study, and interest was identified with statements like: I care about the lesson.

The teacher attributes ***their students success*** to effort and interest: effort was cited twice by the teacher and for interest he cited once.

Comentário [H32]: Singular or plural?

For ***failure***, the teacher cited the same attributions. Similarly, he cited lack of effort twice and lack of interest once.

In asking teacher, the way he perceives their students level of success the teacher said "I consider my students as Average".

So these are the answers given by the teacher concerned to the interview. On the next chapter we will cite the pedagogical implication of this study.

Comentário [H33]: Didi you interview just one teacher?

CHAPTER V-PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

4.1. Pedagogical Implications

The development of students' motivation is a complex and dynamic process. Teachers recognize the importance of motivation but often struggle to understand why certain students avoid challenge of diversity.

Individual attributions for success and failure appear to be formed by a complex interplay and developmental stage, external influences and social context. It is

important to understand, therefore, the way in which individuals make sense of external influence include, the teacher.

Comentário [H34]: What?

First, teachers should assist students in finding ways to overcome the potential problems and effects of attributions for failure. Teachers might reduce such attributional tendency in a number of ways.

Comentário [H35]: Such as….

Second, teachers should be aware that attributions of outcomes to internal factors (ability, effort, strategy and interest) may be the domain-or even activity specific, and any attempt to alter such attributions may require domain- or activity specific interventions.

Third, the strong endorsement of interest attributions for both success and failure observed, here, suggest that teachers should do everything in their power to develop students' interest in the act of learning itself and in the topics covered in class.

Fourth, teachers should pay as much attention to students' casuals' beliefs about performance in non-testing situations as in testing situations.

Fifth, teachers should be aware of the internal and external factors that influence students learning.

Comentário [H36]: Are these pedagogical implications or recommendations?

Comentário [H37]:

Finally, teachers and researchers should be aware that beliefs about the locus, stability of particular attributions may vary from one student to another and from one situation to the next.

4.2. Recommendations

According to the information gathered through the research methods, that is, questionnaire and interview analyzed and interpreted and the grounded theory, which I considered crucial to this work. It is important that teachers need to be informed about the reasons their students attribute their successes and failures in learning English, so I have some recommendations for the teachers:

1. When a teacher has a new group, he/she should do a diagnose test, i.e. to know what are students attributions in learning English.

2. After the diagnose test, the teacher should do a retraining, i.e. work on changing students' negative attributions and reinforce positive ones.

Thus, following these recommendations, teachers will reduce the negative effects of students' attributions for success and failure and will consequently improve English language learning in our schools.

CONCLUSION

This study comprised 60 students and one teacher, they took part of this. Throughout this study 13 attributions were cited by students. The data collected formed the following attribution categories, namely: effort, interest, teacher, ability, strategy, time, task difficulty, teaching methodology, practice, attendance, material, peer, and environment.

This study aimed at evaluating the need to identify to whom or to what students attribute their successes and failures in learning English and also to examine the ways in which these (successes and failures) vary according to age, gender and perceived level of success at Escola Secondária do Segundo Ciclo nº3032 (Ex-IMNE 22 de Novembro). The result of the current study will be of great value to the development of this theory.

Comentário [H38]: Methods or instruments?

Comentário [H39]: What do you mean here?

Comentário [H40]: Are these your recommendations?

Comentário [H41]: Second paragraph ? Starting with: The study…..

Comentário [H42]: First paragraph?

So, towards this study, we concluded that:

Comentário [H43]: Wrong word selection

- The most cited attributions for success wer, first, interest 22.72%, second teacher 16,23%, third effort 14.93%, fourth strategy 10.38% and fifth teaching methodology 9.74%.

- In terms of attributions for failure we found out that students attribute 28% for interest, effort 10.52%, ability 10.52%, task difficulty11.84% and the teaching methodology 9.86%. So, we can compare this data and conclude that students' attributions for failures differ from its attribution for successes.

- Now, in attributing success in terms of gender, we found out that boys attributed most of their successes to interest 24.32%, teacher 20.27%, effort 12,16%, girls attributed 22,7 to interest, effort 18,18 and teacher 12,98%. Similarly, in terms of failure girls attribute most of their successes to the same categories. However, girls are more successful than boys.

- In terms of age, students from 18-26 attributed most of their success to teachers, interest, effort, strategy and the teaching methodology.Similarly, students from 37-36 coincidentally attributed their success to the same categories mentioned by students of 18-26 and 27-36 are more internal/external in attributing their successes. Therefore, 18-26 and 27-36 attribute most of their failure to external factors.Thus; 18-26 years are more successful than students aged 27-36.

- Now, in what is concerned to perceived level of success, we saw that success oriented group cited the internal/external attribution of interest 28.2% and use of appropriate strategies and effort for reasons of perceived level of success. Most students considered themselves as average. The average group cited external attribution of teacher 20% and external of interest was also mentioned 20%, in contrast, strategy was only mentioned 6.7%. Furthermore, the failure-

oriented group cited the internal/external of interest 23.8% and the second most cited attribution for failure were;effort,teacher and attendance.

Comentário [H44]: This needs re-structuring andlogical coordination of ideas

I agree entirely with Vispoel & Austin (1995: 380) when claiming that "success and failure (outcome) do not elicit the same attributions, nor are attributions endorsed equally under both success and failure conditions".

Comentário [H45]: He claims

Because, if we pay a careful attention at the results obtained from this study, we will examine that the number attributions mentioned for success are not the ones mentioned for failure. That is, 154 for success and 152 for failures.

Comentário [H46]: Where did you take this from?

I would not finish my conclusions without answering the research questions that I worked with. According, to the data collected to answer the research questions, I came up with the following results:

1. The first question was, do grade 11 students perceive themselves as more successful or less successful in learning English? So, basing on the data collected, 11th grade students from this school (Ex-IMNE 22 de Novembro) perceived themselves as regular in learning English.

Comentário [H47]: Problematic issue

Comentário [H48]:

2. The second research question is, to what do grade 11th students attribute their perceived success or failure? Students attributed their perceived success and failure to 13 categories (reasons), namely: the teacher, effort, interest, strategy, teaching methodology, ability, practice, attendance, task, peer, time, environment and material.

Comentário [H49]: But there should be one at the top….

3. The third is, do these attributions for success and failure differ in terms of their age and gender? The attributions cited by students differ in terms of their age and gender.

4. The fourth and the last is, do teachers views of their students successes and failures differ from the ones presented by their students? Yes, it does. The teacher only cited two attributions, like: effort and interest. But, I think that if the number of teachers would be increased, I am sure the attributions would be similar.

Comentário [H51]: This means that we can not rely on the information?!!!!

Research report 2

Abstract

The present work researched the efficacy of multiple-choice versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL students. Actually, it was conducted in order to find between these two testing instruments which is the best one in the assessment of the grammatical knowledge. And, to determine that, they were analyzed the students' scores from both tests, teachers' interview and students' questionnaire.

The research took place with the participation of 5 EFL teachers and 56 students from four different classes in a secondary school named São Domingos-1171. It was conducted using an interview for the teachers, two different tests, namely one multiple-choice and one gap-filling in which assessed one single grammatical tense, and a questionnaire as the research instruments for the students.

The findings of the present work showed multiple-choice test to be more efficient than the gap-filling test in assessing the grammatical knowledge of 10th grade EFL students and, the teachers at São Domingos-1171, avoid using multiple-choice test for many reasons such as, for them not to have ELT course, not to be trained at education faculties, most of them not to know the characteristics of multiple-choice test, and lastly for them to find gap-filling an easier test to design. To enhance the teachers teaching process as well as students' abilities and knowledge, through the findings of the present work, it was suggested the use of multiple-choice testing technique, that more and more studies should be carried out on the topic, etc.

On the other hand, it is important to say that this work is composed by five chapters. In the introductory part which the chapter 0 (zero), it was stated the Introduction of the study, the rational for the study, the statement of the problem, the research aims and objectives, the research questions and, the significance of the study.

The first chapter that is the presentation of the institution, discussed about the historical background of the institution, the teachers and students of that institution,

Comentário [H52]: Check this

Comentário [H53]: Are you sure ?

Comentário [H54]: Too much confusing

Comentário [H55]: Do you believe the same?

Comentário [H56]: Be careful with language use

the material used by the English teachers in that institution and then it was made a summary of this chapter.

The second chapter of this work is the literature review. It discussed many theoretical aspects about tests and testing based on literature written by many authors like Hamer, Hughes, Ur, etc. And some materials found in the internet that for somehow where of paramount importance for this work. And it finished with a summary of the chapter.

The third chapter of this thesis is the research methodology. It started with an introduction and then it discussed about the research site, research participants, research methods and data collection procedures, the methods of data analysis and it ended with a summary of this chapter.

The practical part of this thesis is the chapter four. It discussed the findings presentation, analysis and interpretation. The data were collected in different days.

Lastly, it stated the final chapter which is number five. It dealt with the discussion, conclusions and recommendations about the researched issues.

Key words: Assessing, efficacy, EFL, gap-filling, grammar, multiple-choice, score, test, etc.

Comentário [H57]: An explanantion needed?

Definition of terms and abbreviations used in the work

For clarity of meaning throughout this work, the following definitions of terms and some abbreviations are applicable.

Assessment: the process of analysing and measuring knowledge and ability, in this case, the learners' knowledge of the language and ability to communicate (Lindsay and knight,2006:121)

Bias: point of view supported by (your) feelings (Waters, Mary and Waters, Alan.1995:201)

Distractor: the incorrect answer in a multiple-choice test (Lindsay, Cora and Knight, Paul.2006:164)

EFL (English as Foreign Language): a term that has been used to describe the language that people study so that they can speak English around the world (Harmer, 1988:273)

Evaluation: a more general concept that allow teachers and other professionals to evaluate teaching, teaching materials, and even tests, as well as learning(Davies and Pearse 2000:171).

Evaluation: the systematic gathering of information for the purpose of making decision (Bachman, 1990:22. In Weiss 1972)

Grammar: the analysis of the structure of phrases and sentences (Yule, 1985:243).

Grammatical ability: the combination of grammatical knowledge and strategic competence, or even the capacity to realize grammatical knowledge accurately in testing or other language-use situation (Purpura, E, James, 2004:86).

Grammatical knowledge: a set of internalized informational structures related to the theoretical model of grammar (Purpura, E. James, 2004:85).

Grammatical performance: the observable manifestation of grammatical ability in language use (Purpura, E. James. 2004:87).

Knowledge: a set of informational structures that are built up through experience and stored in long-term memory. These structures include knowledge of facts that are stored in concepts, images, networks, production-like structures, propositions, schemata and representations (Purpura, E. James, 2004:85 In Pressley, 1995).

L1: a learner's first language (Lindsay, Cora and Knight, Paul 2006:166)

L2: a learner's second language, i.e. the language they are studying (Lindsay, Cora and Knight, Paul 2006:166)

Language ability (also called **communicative competence** or **language proficiency):**

An individual's capacity to utilize mental representations of language knowledge built up through practice or experience in order to convey meaning (Purpura, E. James, 2004:86).

Language knowledge: the mental representation of informational structures related to language (Purpura, E. James, 2004:85).

Language performance: the use of language in actual language events (Purpura, E. James. 2004:87).

Measurement: in the social sciences, is the process of quantifying the characteristics of persons according to explicit procedures and rules (Bachman, 1990:18)

Test: an activity whose main purpose is to convey (usually to the tester) how well the testee knows or can do something (Ur, 1996:33)

Test: is a measurement instrument designed to elicit a specific sample of an individual's behaviour (Bachman, 1990:20)

Testing: the process of gathering reliable evidence of what learners can do in English and what they know of English (Davies and Pearse 2000:171)

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CHAPTER 0: INTRODUCTION

Any work to be considered a research work must have some components as considered by Nunan (1992) *"research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data" (p.3)* This introductory chapter discusses the rational for the study, the statement of problem, research aim and objectives, the research questions and at the end, the significance of the study.

0.1 Rationale for the study

The assessment of the skills and knowledge of EFL students is and has always been part of the teaching and learning process. Harmer, (2007) stated:

> *"Teachers and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution. Sometimes it is to see how well they are getting on. Sometimes it is because the students themselves want a qualification" (p.379)*

What is the most efficient technique to be used to assess the students' writing or reading skills and vocabulary or grammar knowledge for example? Actually, there are many testing techniques, but the ones researched in this work were multiple-choice and gap-filling tests.

Comentário [H58]: Is this a questiono r statement?

Worldwide, many researchers (like Harmer and Hughes for example) consider multiple-choice and gap-filling tests to be good techniques in the assessment of receptive skills like listening as well as in the assessment of knowledge like grammar and vocabulary. However, during the years that I have been working at Complexo Escolar São Domingos-1171, I realized that in terms of grammar testing, teachers do not use multiple-choice test, instead, they find ***gap-filling*** and ***questions and answers tests*** as the valuable tools for testing grammar, reason why I decided to carry out a research to

Comentário [H59]: Year needed

Comentário [H60]: Who and how many teachers?

find out between multiple-choice test and gap-filling test which is the most efficient technique in measuring the students' grammatical knowledge.

Comentário [H61]: I thought you wanted to know why they do not use multiple choice….

0.2 Statement of the problem

The multiple-choice testing technique has been used by many teachers and found by many language researchers, to be an adequate measurement instrument in assessing receptive skills such as reading and speaking as well as English language knowledge such as vocabulary and grammar (Harmer, 2007; Hubbard et al, 2008; Lindsay and Knight, 2006). Further, Hugues (1989) stated as follow:

Comentário [H62]: It is na adequate instrument ; not the adequate instrument….

> *"Multiple-choice technique is a quick, economical and easy to mark tool of assessing many different areas of language skills and general knowledge, its scoring can be perfectly reliable, and as in order to respond the questions the learner has only to make a mark on the paper, it is possible to include more items than would otherwise be possible in a given period of time, and making all these aspects multiple-choice to be a reliable and valid testing method (p.75).*

Authors or researchers on ELT like Harmer, Lindsay and Knight, have also found Multiple-choice technique to be an efficient and adequate method of assessing grammar knowledge apart from reading and speaking skills for example. Lindsay and Knight (2006) stated that: *"Multiple choice questions are a common type of test and can be used to test both individual language items, such as vocabulary or grammar, or listening or reading comprehension" (p. 126).* In addiction to the above statement, Harmer (2007) argues as follow: *"For many years, multiple-choice questions were considered to be ideal test instruments for measuring students' knowledge of grammar and vocabulary" (p. 382)*

Comentário [H63]: Year…

Although researchers point out all the advantages above presented, Multiple-choice tests have also some disadvantages both for the teacher and the students, as Ur (1991) stated:

> *"The reading of the question-and-options is fairly time-consuming; the process of comprehension of the actual question items may take more time and effort than the point ostensibly tested, which raise problems of validity. Another important problem is that good*

> *multiple-choice questions are surprisingly difficult to design: they often come out ambiguous, or with no clear right answer, or with their solutions over-obvious" (p.39)*

Similar to multiple-choice tests, gap-filling tests have also been used by many teachers and taken by many language researchers, to be appropriate measurement instruments in the assessment of the skill like reading as well as English language knowledge like vocabulary and grammar (Hugues,2003; Ur, 2007; Lindsay and Knight, 2006).

Although many teachers use this technique and many researchers claim it to be appropriate in the grammar and on the listening skill or writing assessment for example, it has also some drawbacks as Ur stated *"It is tedious to compose, though not so difficult as multiple-choice; it is more easily administered in writing than in speech…You may need to be aware that there is more than one possible answer" (p.39)*. In addition, Hugues (2008) stated that: *…But it does not work well where the grammatical element to be tested is discontinuous, and so needs more than one gap" (p.80)*

I have been working at Complexo Escolar São Domingos-1171 since the year 2004, and, during all this period of time, I observed that when the teachers are assessing the students' grammatical knowledge, they do not use multiple-choice test, instead, they only use ***gap-filling*** and ***questions and answers tests***. Having noticed about all the advantages and disadvantages of using multiple-choice and gap-filling tests stated by ELT researchers (like Hugues, Harmer, Heaton, etc), being an L2 learner as well as a Practitioner of English Language Teaching and having observed at Complexo Escolar São Domingos-1171 the phenomenon of not using multiple-choice test, I proposed to carry out a research by comparing the students scores obtained from two different testing techniques namely, multiple-choice and gap-filling, in order to find out between them, which is more efficient than the other in grammar assessment and through an interview, to understand the reasons why the teachers in this institution (Complexo Escolar São Domingos-1171) do not use multiple-choice testing technique.

Comentário [H64]: Year…

0.3 Research aim and objectives

The major purpose of the research is to investigate the efficacy of multiple-choice versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL

students. In other words, this study seeks to find out between multiple-choice and gap-filling test, which is better or more appropriate for assessing grammar.

Comentário [H65]: Do teachers only test grammar?...

Taking into account that many researchers have considered multiple-choice to be an adequate and efficient technique in testing grammar and, since little researches have been carried out in the area of testing in the Angolan context, it is an objective of this study, through multiple-choice and gap-filling students' scores comparison, to determine which of them is more efficient.

The last but not the least objective of this study is, through teachers' interview finding, to understand the reasons that make the EFL teachers of Complexo Escolar São domingos-1171 to avoid using multiple-choice testing technique when assessing their students.

0.4 Research questions

In order to research about the efficacy of multiple-choice tests in assessing the grammatical knowledge of 10th grade EFL students, 2 research questions were set and they are as follow:

- Between gap-filling and multiple-choice, which is more efficient testing technique in the assessment of 10th grade EFL students' grammatical knowledge?

Comentário [H66]: This is questionnable …

- Why do English teachers at Complexo Escolar São Domingos-1171avoid using the multiple-choice testing technique when assessing their students?

Comentário [H67]: I thought this was the main aim of your study…

0.5 Significance of the study

In Angola, specifically at ISCED-LUANDA, in fulfilment of the requirements for the degree of Diploma of Education in English language teaching, many researches have been carried by the students (the candidates on the degree) on improving tests, suggesting testing techniques to certain schools, etc. (Miranda, 2008; Cavala, 2010, etc).

However, there is not any known research carried out in there, in order to find out between multiple- choice and gap-filling testing techniques which is the most efficient in assessing EFL students' grammatical knowledge. That is why this study will be significant for the teachers of English, particularly in the Angolan context where most of them in the primary and some secondary schools do not have ELT course. In addiction, this study will also be significant for the students of English because the assessment of grammatical knowledge using Multiple-choice tests might be set in practice by the teachers.

Comentário [H68]: This is a problematic issue….

This study will also be of considerable interest to many English language researchers who tend to keep investigating on the topic.

1.3 Summary of the chapter(1)

This chapter has given a prior look at the historical background of the institution in which the researcher has chosen as the research site, the teachers, students as well as the materials used in there by the English teachers. Chapter 2 will look at some existing literature on the area of English language testing.

Comentário [H69]: because you arestating that multiple choice tests are better than gap filling one, you need to infrom the reader why you posit that and show some scientific evidence, otherwise….

2.5 Summary of the chapter(2)

This chapter reviewed the existing literature on the area of English language testing. The starting point of this chapter was an introduction and then the definition of key terms. The third point focused on language testing in where were seen two sub points, namely the reasons for testing and the characteristics of a good test.

The fourth point which is designing tests has three sub points. The first sub point talked about some aspects of designing tests in general, the second one, described some little but important aspect of how to design grammar tests.

The fifth point talked about aspects to be followed when administrating tests and the sixth point of this literature review was: direct and indirect test item types. This point dealt with many existing testing techniques such as monologue, true/false, questions and answers, matching, etc. This point (the sixth), has two sub points. The first one focused on important aspect of Multiple-choice tests, whereas the second one

focused on the gap-filling tests aspects and the seventh point is the whole chapter summary. The next chapter will deal with the methodology used in the present study.

CHAPTER 3: RESEARCH METHODOLOGY

Any research needs to have a methodology to be taken as a scientific work and, it is the methodology that leads everything in the work in order to get the expected results.

This study (entitled *"The efficacy of Multiple-choice test versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL students"*) seeks to examine the tests score results in order to determine which of both testing techniques is more efficient in assessing the grammatical knowledge of 10th grade EFL students. On the other hand, it also seeks to give answers to the reasons that make São Domingos-1171 EFL teachers to avoid using multiple-choice technique when assessing their students.

In order to research about the efficacy of Multiple-choice versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL students, it was set 2 question and they are as follow:

- Between gap-filling and multiple-choice, which is more efficient testing technique in the assessment of 10th grade EFL students' grammatical knowledge?
    - Why do English teachers at Complexo Escolar São Domingos-1171avoid using the multiple-choice testing technique when assessing their students?

Comentário [H70]: do you think this is a good question?

This chapter will provide information about the research site, subjects, methods, data collection procedures and the method of data analysis.

3.3 Research Methods

Considering the constraints, like limited time period of thesis presentation at the first and second semesters at ISCED-Luanda and the fact that only one researcher undertook this study, it was considered most appropriate and beneficial to carry out this research first by analysing some official documents at São Domingos-1171 (English tests and the English scheme of work from INIDE) and then an interview for the teachers in order to understand the reasons that make them not to use multiple-choice test. For the students, it was used the experimental method (using a multiple-choice and a gap-filling

Comentário [H71]: What do you mean?

test) as sustained by Nunan (1992) "*Experiments are carried out in order to explore the strength of relationship between variables*" (p.25). And in the end, they were given a questionnaire and an oral test using the same techniques in order to reach the core of the matter (as well as guaranteeing the test results reliability), which is to find support for determining which of the two testing techniques is more efficient than the other in assessing grammatical knowledge. Following once again Nunan's ideas that say:

> *"Questionnaire enable the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participants observes' journals, the transcripts of oral language" (p.143)*

Two different kinds of tests, namely one multiple-choice test and one gap-filling test built up using or even testing a single tense, namely present simple tense were the instruments for data collection of this study. The tests were prepared using ideas and elementary grammar structures from three books, namely, *How English works-a grammar practice book* (Swan and Walter. 2009), *Essential Grammar in use"* (Murphy. 1998) and from a *headway elementary student book* (Soares, Liz and Soares, John. 2010). The tests were then scored by the researcher with only one scoring method which is ***"the objective scoring method"*** because this method says that the scores depend on the student making a key that shows the correct response and then the score is given for the right answer and also because this method is claimed to be quick, reliable, and the tests are easy to correct as well as appropriate to be used when large groups of students are to be assessed (*www.utadanacenter.org*). In the end, the tests were presented to Complexo Escolar São Domingos-1171 English coordinator in order to be analysed and then give a feedback about them.

Each test was composed by 20 questions in which each one was given 1 mark. In the Multiple-choice tests, in each question, there were four options ***(a, b, c** and **d)*** in which 3 were the ***distractors*** and 1 was the ***correct option*** or the ***key***, following Lindsay and Knight (126:2006) statement: *"A multiple-choice question usually gives the learner a choice of one correct answer and two or three incorrect ones which are the distractors"*

The Gap-filling test was divided into 3 parts. The 1st part which was the affirmative form had 8 questions. The 2nd part was the negative form and the 3rd part was the

Comentário [H72]: How do you do this?

Comentário [H73]: Name of the book?

Comentário [H74]: Too long paragraph

interrogative form. The negative and the interrogative forms had 12 questions divided into 6 questions for each form.

3.3.1 Data collection procedure

After having analysed the official documents, on the 18th March 2013 the interview was conducted with the teachers. On the 21st March the tests were prepared and then given to São Domingos-1171 English coordinator and had then received his feedback about them. Before handling them to the real research participants, in order to guarantee their reliability and validity, they were first piloted with the other 3 classes' students who are at the same level as the real research participants, following Harmer (2012) ideas that say:

> *"When we write tests, it is very good idea to give them to colleagues (or students who are not going to do the tests later) to try out first. This will help us to identify questions that don't work so that we can make changes before we use the test for real" (p.195)*

For sure, before this act of piloting took place, similar to the real research, participants the students were given an explanation about the reasons that made piloting those tests, about the importance of the study, ensure them that their identities and marks would be kept confidential and that they could give any kind of feedback that they could have during and after the piloting process.

When the piloting process got over, the tests were corrected and modified according to the necessities regarding on the students' individual differences and tests validity. On the 2nd May, it was carried out the testing session with the real participants of the study in an appropriate and large classroom. Before the test started, once again the researcher gave the research participants all the necessary explanations about the importance and the main aim of the study as well as the importance of the Multiple-choice and gap-filling tests in assessing English language skills and knowledge. On the other hand, before starting the tests, once again the researcher ensured the students that their participation was voluntary, their identities as well as their marks would be kept in secret, meaning it that their marks would not be revealed to anyone and they would not at any way affect on their trimester results. The students who were

Comentário [H75]: good

Comentário [H76]: is there any evidence?

Comentário [H77]: Do students need to know about this?

interested in knowing their marks after the thesis presentation were asked by the researcher to write their names on the verse of the answer shit.

In order to find out the efficacy of Multiple-choice versus gap-filling test in assessing the grammatical knowledge of 10th grade EFL students, the correct and wrong answers were very important for the study reason why, it was of paramount importance for the students to know that both answers (positive and negative) were necessary and that they should not only care about the correct ones but it did not mean that they should fail on some questions on purpose. In addition, the researcher explained that all the gaps in every question should be filled and that only one option in each question was correct, reason why they should think well before circling the correct one and encouraging them not to guess the answer but being sure about what to choose.

Comentário [H78]: What do you mean?

After giving all these explanations to the students about the research, the researcher made the distribution of the tests ensuring the students how important they should make them on their own without cheating and, they were also informed that they had 90 minutes to complete both the two tests.

During the time that the tests were taking place, the researcher was present in the classroom clarifying all the doubts the students were presenting. After the tests time got over, the answer shits were collected by the researcher and it was given the students, a questionnaire of 4 closed questions about the tests that they had just done to guarantee the reliability of the results and then, once again the students were thanked for their precious collaboration. On the 8th May, after having corrected the tests and made the analysis and interpretation of the data, in order to support the reliability of the findings, an oral test using the same instruments and techniques was given to the research participants. Some days after, the oral test results were analyzed and interpreted and then the study conclusions and recommendations were made.

Comentário [H79]: Are you sure?...

3.4 Methods of data analysis

The data that were collected from the multiple-choice and gap-filling tests scores (total tests scores average, The percentage of positive and negative scores, etc) were compared to see how many students could pass and fail in order to determine which of these two testing techniques was better in assessing the grammatical

knowledge of 10th grade EFL students. The data were analyzed following the statistical analysis of test data tool by Hughes (2008).

> *There are essentially two kinds of statistical information on tests: The first relates to the test as a whole (or sometimes to sections of tests); the second relates to the individual items that make up a test (p218).*
>
> *… "One begins test analysis with a list of the score made by each individual taking the test" (p219)*

3.5. Limitations of the study

There were several limitations to this work that must be noted. The sample that represents the population of the study was very small in size, totalizing 5 teachers and 56 students as research participants. In order to do the written tests, the students had a limited time in which was 90 minutes and in a single day whereas for the oral tests, they were two days and, in each day, each test lasted for 180 minutes. The participants had a different English language background because every year, students are admitted in that school without attending any placement test in order to see their English background and be set in the right place per level. Finally, although they were grammar tests, both multiple-choice and gap-filling assessed only the present simple tense.

3.6 Summary of the chapter

This chapter which is number 3 argued important information about the research site, participants, the research instruments in which has a sub point talking about the data collection procedure, followed by the methods of data analysis point. The last but one point is the limitation of the study whereas the last one is the chapter summary. The coming chapter will deal with the data presentation, analysis and interpretation.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Comentário [H80]: From the beginning you state that multiple choice questions are much better and now you are not sure you want to test which is better…

Comentário [H81]: Do you thinkl this is a limitation for the study you carried out?

Comentário [H82]: What do you mean?

Comentário [H83]: You need to re-structure the paragraph and be more carefull with language use

In the research methodology chapter, it was presented in there, the research site, participants as well as the research instruments, the data collection procedures and the data analysis methods. Having discussed all the aspects above stated, now, in this chapter will be presented, analyzed and interpreted the research findings that will give the answers to the research questions, the solution of the research problem as well as give a contribution on the understanding of the research aims and objectives of this work. In so doing, all the attention will be focused on the teachers' interview and then on the students questionnaire as well as on the written and oral tests scores analysis in where it will be analyzed the multiple-choice versus gap-filling tests total scores, multiple-choice versus gap-filling total scores average, multiple-choice versus gap-filling tests total scores on the scale of five, multiple-choice versus gap-filling total positive and negative test scores, etc.

Comentário [H84]: What???

Comentário [H85]: Language use

Comentário [H86]: Avoid long paragraphs and sentences…

According to Heaton (1988:174-180), there are many ways of scoring grammar tests and they can be for example by *measuring central tendency, measuring dispersion, by counting the index of the difficulty,* etc. And Hugues (2008) goes also in accordance with what was stated by Heaton by saying: *"The analysis of a list of score made by individual taking the test is called frequency table. It helps on the understanding of how the people performed on the test (P.218)*. Further, he concludes that:

> *"Through frequency table, it is still difficult to get a general picture of performance, especially when there are a large number of different scores. To get this general view of students' performance the frequency distribution can be condensed into what is called histogram" (P.221)*

For the presentation, analysis and interpretation of the findings of this work, it will be used all the statistical tools above stated by Hugues.

Comentário [H87]: Language use

4.1. Presentation, analysis and interpretation of the teachers' interview

The interview conducted with the teachers, aimed at gathering information from them about their academic degree, teaching experience, ELT course, and the use of multiple-choice and gap-filling testing techniques. This information was helpful for the solution of the problem in study.

Comentário [H88]: You mean you found a solution

4.1.1 Presentation of the teachers' interview

1. What is your academic degree?

   After having asked this question to my interviewers, they answered like this:

   Teacher A:

   "I attended the English language and literature at faculty of arts. Actually, I have the 4th year and I am waiting for my thesis presentation"

   Teacher B:

   "I am a bachelor of art. I attended the African language and literature at faculty of arts from Agostinho Neto University"

   Teacher C:

   "I attended the 4th year of accounting at the faculty of economy and now I am on my way of writing my dissertation"

   Teacher D:

   "I am attending the 4th year at faculty of law"

   Teacher E:

   "I am attending the 2nd year of accounting course at faculty of economy"

2. Do you have any ELT course? If "yes", in which institution?

   In answer to this question, all the teachers said that they do not have any English language teaching course but they have been attending some refreshment seminars, although these seminars have not been at the field of English teaching.

3. How long have you been teaching English?

Comentário [H89]: Who''''

Comentário [H90]: language

Teacher A:

"I have been teaching English for 10 years"

Teacher B:

"I have been teaching English for 7 years but at private schools, I was already other subjects' teacher for more than 4 years"

Teacher C:

"I am an English teacher for 9 years"

Teacher D:

"Apart from teaching moral education for 2 years at a private school, I have been teaching English at São Domingos-1171 for 9 years. Actually since this school was reopened"

Teacher E:

"I have been teaching English for 5 years. 2 years at São Domingos-1171 and 3 at a private school"

4. Do you know the characteristics of a multiple-choice test?

Teacher A:

"I do not know very well but there are always some options for the student to choose"

Teacher B:

"All I know is that it is an American system test"

Teacher C:

"Yes I do"

Teacher D:

"It is American system. Isn't it?"

Teacher E:

"I am not quit sure about the characteristics of this test. Can you give me a little explanation about it?

5. Do you know the characteristics of a gap-filling test?

Teacher A:

"Yes I do. They are those tests that the students must fill an empty space"

Teacher B:

"Yes I do"

Teacher C:

"Yes I do"

Teacher D:

"Yes I do. The students have to fill a gap as the name says"

Teacher E:

"I know the test but I do not know its characteristics"

6. Why do you frequently use gap-filling test in the assessment of students' grammatical knowledge and not multiple-choice test?

In answer to this question, all the teachers agreed by saying that they use this testing technique because it is easy to design. Furthermore, teacher **E** said also that he uses this technique because he can find it in almost all the students' books.

7. Between multiple-choice and gap-filling test, which of them do you have more difficulties in designing?

Teacher A:

"I think that it is multiple-choice because gap-filling is very simple to design"

Teacher B:

"I have never used multiple-choice technique so, I can not say if it is easy or not to design but I prefer using gap-filling because I can take it from students books"

Teacher C:

"Of course it is multiple-choice"

Teacher D:

"It is Multiple-choice"

Teacher E:

"I have never tried to design a multiple-choice test"

8. In your opinion, between multiple-choice and gap-filling test which of them the students get higher scores?

When answering this question, teacher **B** and **E** said that they have never handled multiple-choice testing technique to their students so, they could not say in which of them the students get higher scores whereas the other 3 teachers agreed to be multiple-choice.

Comentário [H91]: this part needs to b ere-structured and correctly presented

4.1.2 Analysis and interpretation of the Teachers' interview

Through some empirical questions asked to teachers, the interview results analysis and interpretation showed that there are many reasons that make them to avoid using multiple-choice technique when assessing their students. For example when answering the questions 1 and 2, it was noticeable that all the 5 teachers **(100%)** interviewed were not trained to be teachers of English and, some but little teaching experiences and knowledge came from some in-service trainings like 1 or 2 days seminars.

Keeping analyzing and interpreting the teachers' interview results, it was realized that to some extents, the majority of EFL teachers in that institution are in luck of ***"the practicality principle"*** because from 5 EFL teachers interviewed, 4 **(80%)** of them are in luck of multiple-choice testing technique knowledge because when answering the questions 3, although the 5 **(100%)** argued to have some years teaching experiences, in the question 4, only 1 of them **(20%)** said for sure to know about the characteristics of multiple-choice testing technique whereas, in answering the 5th question, 4 teachers **(80%)** affirmed to know the characteristics of gap-filling testing technique and 1 **(20%)** of them affirmed to know the test but not its characteristics.

The 6th question that aimed to know the reasons that make them to use most the gap-filling testing technique in the grammatical knowledge assessment, the 5 teachers **(100%)** stated to use it because they find it easier to design and, further more, 1 if them said also to use it most because he finds it in almost all the students books. These affirmations made me to believe them to know this testing technique better than gap-filling. Furthermore, when answering the 7th question, 2 teachers **(40%)** said that they have never used or tried to design a multiple-choice test when testing their students that is why they could not say which of them is more difficult to design whereas 3 of them **(60%)** said for sure to be multiple-choice the most difficult test to design.

Similar to the 7th question, in the 8th question, 2 teachers **(40%)** stated that they have never used multiple-choice technique reason why they could not determine which of them the students should get higher scores whereas 3 of them **(60%)** agreed that the students get higher scores when they are tested using multiple-choice test.

Comentário [H92]: what do you mean?

Comentário [H93]: Language?

Comentário [H94]: language

Comentário [H95]: correct gramar and language

Comentário [H96]: what do you mean?

Comentário [H97]: Language use

In this work, it has over and over been stated that the main purpose of the study is to investigate if there is a significant difference in the results of the students in both tests, namely, multiple-choice and gap-filling, in order to determine which of them is more efficient in the assessment of grammatical knowledge of 10th grade EFL students at Complexo Escolar São Domingos-1171.

Comentário [H98]: This is not what you said at the beginning

Keeping analysing the test takers' results in the scale of 5 scores in both tests, it was once again realized that there is a great dissimilarity in the students results in these two testing techniques, and once again it was realized that all the students succeeded in the multiple-choice test better than in the gap-filling test as it can be seen in the table 4 and graphics 2, 3 and 4 above presented.

Comentário [H99]: language

To demonstrate this reality, we can see first that in the interval of 0-5 scores in the multiple-choice test, none of the students scored these marks, representing it **0%** of all the students as we can see in the graphic 3 and 4. On the other hand, in this scale, in the gap-filling test, 16 students had these marks, which made **28%** of all the students as it is seen in the graphic3 and 5. As many students could get these negative marks, it is a good indication of multi-choice being more efficient than gap-filling.

Comentário [H100]: very problematic statement

In the interval of 6-10 scores, we can see in the graphics 3 and 4 that there were 22 students in the multiple-choice test and being it **39%** of all students, whereas in the gap-filling test there were 20 students and representing **36%** of all the students.

Focusing my attention to the interval of 11-16 scores, it is noticeable that once again, as in the scale of 6-10, in the multiple-choice test, 22 students got these points and representing once again a quantity of **39%** of all the students against **29%** of all the students in the gap-filling test because there were only in this scale 16 students. The most interesting thing is that from this scale, I could see that more and more students could get the highest scores in the multiple-choice test than in the gap-filling test.

Comentário [H101]: this is discussible and problematic

Finally, in the scale of 16-20, there were 12 students in the multiple-choice test and they represent **22%** of all the students while in the gap-filling there were only 4 students in which represent **7%** of all the test takers. In this scale, there was a significant dissimilarity in the students' results in both tests because we can see in the above graphics that from 18 to 20 marks the students' results were not balanced, just to make it clear, we can see that 4 **(7.14%)** students got 18 marks in the multiple-choice test

against 1**(1.78%)** in the gap-filling test; 1(1.78%) student had 19 marks in the multiple-choice test while 0 (zero) student reached this point and 1**(1.78%)** student reached the highest score which is 20 mark in the multiple-choice test whereas none of the students could get this scores in the gap-filling test.

Comentário [H102]: this is obvious and you do not need to investigate in order to understand this….

Concluding, this point analysis, I would like to say that there was a significant dissimilarity in students' results in both test techniques. However, I would like to state that it was once again realized that the students performed better in the multiple-choice than in the gap-filling tests…..

….In conclusion, we can say that in this part of analysing the students' oral scores in the scale of 5 marks, there were some ups and downs in comparison to the written test but it is still multiple-choice in which leads the students scores results, making it more efficient than gap-filling testing technique because in this dissertation, it is always this testing technique (multiple-choice) that has been in advance in terms of students getting higher scores.

Comentário [H103]: You seem to favour multiple choice testing and,……

In addition, these students' answers were also a good indication of multiple-choice ***"validity and reliability"*** because when answering the oral tests, it was also realized the same situation, the students found gap-filling more difficult than multiple-choice.

Comentário [H104]: Can we test validity and reliability from the students responses?

In answer to this question, as it is represented in the graphic 15, 38 **(68%)** students from all the ones (56) had the opinion that were surer in completing multiple-choice test whereas 18 **(32%)** students affirmed to be surer in answering the gap-filling test. In comparison to multiple-choice test, we can see that there is a difference of **36%.** In so doing, it indicates that there was a ***"positive Washback"*** in completing multiple-choice test rather than gap-filling and if the students had more difficulties in completing gap-filling test whereas they were surer in completing multiple-choice, it also indicates multiple-choice to be more efficient than gap-filling testing technique and, I agree with it.

Comentário [H105]: What do you mean?

After the students answered the questionnaire and I realized that most of them had this opinion in this question, I asked them the reasons that made them to think like

that, they all agreed by saying that as there is always a correct option in multiple-choice tests, it is easier to remember the form whereas gap-filling is more thoughtful. So, in my opinion, when teachers know that are going to test their students using gap-filling testing technique, they have to use the ***"transparency principle"*** so that the test can have a ***"positive Washback"*** on the students' performance.

Comentário [H106]: Is this not a goal in education?

4.5 Summary of the chapter

This chapter reported the presentation, analysis and interpretation of the gathered data through the use of the research analysis method stated at the methodology chapter. The issues that compose this chapter are as follow: Teachers interview, students written and oral tests, and at the end, the students' questionnaire. The coming chapter will provide the research findings discussions, conclusions and recommendations.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Comentário [H107]: singular

In the last chapter it was made the research findings presentation, analysis and interpretation. Now, in this one, we will discuss about these findings in order to set the study conclusions and the right recommendations.

5.1 Findings discussions and Conclusions in relation to the research questions, aim and objectives

This research study investigated the efficacy of multiple-choice versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL students. It was carried out in a secondary school named São Domingos-1171 at Rangel district with the participation of 5 EFL teachers and 56 students whose age ranged from 16 to 18 and they were 22 male and 34 female.

The teachers, as research participants, were interviewed in order to understand the reasons that make them to avoid using multiple-choice testing technique in the assessment of their students' grammatical knowledge and their answer served also as a support for solution of the aim of the study, the students as research participants, were tested using two different testing techniques, namely multiple-choice and gap-filling to find out which of them is more efficient in the assessment of grammatical knowledge of

10th grade EFL students, and at the end of the test, they were given a 4 questions closed questionnaire which would also be a support for determining the efficacy of one of the tests in the grammar assessment as well as serving to determine the tests validity and reliability. The tests assessed a single tense which was the present simple

Comentário [H108]: I thought you were looking at findings and discussing them at this stage…

The research questions of this study are:

- Between gap-filling and multiple-choice, which is more efficient testing technique in the assessment of 10th grade EFL students' grammatical knowledge?

- Why do English teachers at Complexo Escolar São Domingos-1171avoid using the multiple-choice testing technique when assessing their students?

On the other hand, its main aim is:

- To investigate the efficacy of multiple-choice versus gap-filling tests in assessing the grammatical knowledge of 10th grade EFL students or even, in other words, to find out between multiple-choice and gap-filling test, which is better or more appropriate for assessing grammar.

Its objectives are as follow:

- To compare the students scores in order to determine the efficacy of multiple-choice or gap-filling testing technique in the assessment of students' grammatical knowledge.
- To understand the reasons that make the EFL teachers of Complexo Escolar São domingos-1171 to avoid using multiple-choice testing technique when assessing their students.

Comentário [H109]: See the above comment

The research findings analysis and interpretation made us to reach to the following conclusions:

The teachers at São Domingos-1171, avoid using multiple-choice test for many reasons such as, for them not to have ELT course, not to be trained at education faculties, most of them not to know the characteristics of multiple-choice test, and lastly for them to find gap-filling an easier testing technique to design.

Concerning to the study topic (the efficacy of multiple-choice test versus gap-filling test in assessing the grammatical knowledge of 10th grade EFL students), we concluded multiple-choice testing technique to be more efficient in the assessment of grammatical knowledge because we could realize that the students performed better in this testing technique rather than in the gap-filling testing technique either in the written test or in the oral test.

Comentário [H110]: Did you lose truck of what you were saying until now?

On the other hand, the students' questionnaire answers revelled multiple-choice to be more valid and reliable and the majority of the students when answering to this questionnaire, was unanimous by saying that they felt fewer difficulties in answering multiple-choice questions, they were surer in answering multiple-choice questions, that multiple-choice requires less time preparation and that in their opinion their teachers should use this testing technique rather than gap-filling testing technique when assessing grammatical knowledge. In addition, 60% of the teachers at São Domingos-1171 were unanimous in saying that the students get higher scores when tested using multiple-choice rather than gap-filling testing technique.

Comentário [H111]: I do not agree with you

5.2 Recommendations

After having presented, analyzed, interpreted and discussed about the study findings and having reached to the study conclusions and taking into account all the advantages of multiple-choice testing technique, we give the following recommendations:

- São Domingos-1171 English teachers as well as all other ones in the Angolan context who need to get better and better their ways of assessing their students, use multiple-choice testing technique in the assessment of grammatical knowledge.

Comentário [H112]: Language use

- It has been seen in the Angolan society and stated by São Domingos-1171 EFL teachers that at every beginning of academic years, the Luanda province education direction through the Angolan Ministry of Education, has been carrying out in almost all the schools, teachers' seminars but unfortunately these seminars have not been specifically at the ELT field, so, it is recommended

to the Luanda province education direction, to acknowledge many English teachers lack of this testing technique (and probably many teaching methods), and starting to promote seminars at the ELT field in order to overcome or minimize these difficulties.

Comentário [H113]: language use

- To INIDE (Instituto Nacional de Investigação e Desenvolvimento da Educação), it is recommended the insertion of multiple-choice testing technique in the English scheme of the work because the programme does not specify the testing techniques that should be used by the teachers when testing a specific grammar language.

Comentário [H114]: what is the relationship between teachers and INIDE?

- Taking into account the limitations of this study, it is recommended any researcher from ISCED-LUANDA or other institution to carry out another research on the topic with more participants, time and more grammar language (for example Preposition, verb tenses, adverbs, adjectives, etc) in order to confirm the findings of this study.

Comentário [H115]: What do you mean? What are you trying to say?

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Comentário [H116]: You must check bibliography writing, we are using the APA style.