

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusion

Based on the comprehensive empirical findings and theoretical discussions elaborated in Chapter IV, several central conclusions can be drawn regarding students' experiences and perceptions across the Reading for Professional Purposes and Extensive Reading courses. First, in relation to the Reading for Professional Purposes course, the results demonstrate that the pedagogical orientation was communicated with high transparency at the beginning of the semester through syllabus presentations, establishing clear learning certainty among students. The instructional execution consistently aligned with the planned syllabus, focusing primarily on dissecting academic and professional genres for workforce readiness. Furthermore, the integration of analytical reading techniques such as skimming, scanning, and genre analysis combined with collaborative text analysis served as effective cognitive scaffolding. This pedagogical combination successfully transformed students from passive, literal word-for-word translators into strategic and critical readers who can efficiently navigate complex texts. Nevertheless, students encountered notable technical obstacles, primarily involving dense domain specific jargon, complex-compound sentence structures, and Western centric materials that lacked direct cultural equivalents in their local background experience. Ultimately, performance-based assessments such as critical reviews and argument analyses constructively aligned with course targets, yielding significant enhancements in students' reading efficiency, Higher-Order Thinking Skills (HOTS), and academic self-efficacy.

Second, regarding the Extensive Reading course, the conclusions reveal that the course explicitly prioritized building independent reading habits, reading fluency, and reading for pleasure. The instructional design successfully established a supportive, low-anxiety learning climate frequently characterized as an 'oasis effect' that was entirely liberated from rigid grammatical testing or memorization pressure. Granting student-centered choice in material selection, paired with

Sustained Silent Reading (SSR) sessions and non-judgmental book talks, fostered strong learning ownership and deep emotional engagement with reading texts. Furthermore, progressive non-test assessments, including daily reading logs, reflective portfolios, and creative projects, effectively tracked reading volume without inducing academic anxiety. This approach produced substantial gains in students' reading speed, reading stamina, confidence, and incidental vocabulary acquisition. Despite these positive outcomes, students faced internal obstacles, particularly regarding self-regulation and time management when attempting to maintain daily reading routines amidst heavy assignment workloads from other concurrent academic courses.

5.2 Implications

The empirical findings of this study yield broader theoretical, pedagogical, and institutional implications for English Language Teaching (ELT) and literacy development in higher education contexts. These implications highlight how instructional designs impact cognitive processing, affective engagement, and institutional literacy ecosystems.

5.2.1 Theoretical Implications

From a theoretical perspective, the findings contribute significantly to a deeper understanding of English as a Foreign Language (EFL) literacy development by illustrating the cognitive and affective synergy between intensive and extensive reading paradigms. The study reinforces Cognitive Load Theory within professional literacy contexts, demonstrating that high syntactic density, embedded complex-compound sentence structures, and domain-specific vocabulary create substantial cognitive processing barriers. When students encounter these dense linguistic elements without sufficient contextual or instructional support, working memory capacity becomes saturated, thereby triggering message processing breakdowns and mental fatigue. This validates the necessity of structured cognitive scaffolding in Intensive Reading frameworks like RFPP.

Simultaneously, the results operationalize Krashen's Affective Filter Hypothesis and Day and Bamford's Extensive Reading principles within higher

education settings. The findings prove that cultivating a low-anxiety, autonomous learning environment—liberated from punitive grammar testing—drastically lowers students' affective barriers. This affective relaxation facilitates incidental vocabulary acquisition and enhances reading fluency, as students process comprehensible input without fear of negative evaluative judgment. Rather than viewing intensive reading (RFPP) and extensive reading (ER) as opposing or isolated instructional methodologies, this study theoretically posits them as a unified, complementary literacy continuum. Within this framework, structural decoding accuracy cultivated in intensive reading and reading fluency developed in extensive reading mutually reinforce one another, establishing a holistic model for tertiary EFL literacy development.

5.2.2 Pedagogical Implications

Pedagogically, the study offers rich, actionable insights for instructional design and classroom practice in higher education. In professional reading instruction, lecturers must recognize that exposing students to authentic, highly specialized documents requires careful scaffolding. Instructors need to balance authentic text exposure with systematic pre-reading vocabulary instruction and cultural-contextual bridging. Providing pre-reading vocabulary support and building background knowledge prevents cognitive overload when students engage with dense professional jargon and Western-centric discourse.

Furthermore, the success of collaborative text analysis highlights the pedagogical power of social scaffolding. Incorporating structured peer-group discussions and guided argument mapping enables students to pool cognitive resources, making complex discourse analysis far more manageable. Additionally, introducing timed workplace reading simulations can bridge the gap between academic exercises and real world professional demands, preparing students for high-pressure industry environments. In extensive reading instruction, lecturers must actively safeguard classroom autonomy, maintain low-anxiety, progressive assessment structures, and provide explicit self-regulation and time-management guidance. Helping students establish realistic daily reading goals ensures that reading habits remain sustainable amidst demanding university schedules.

5.2.3 Curriculum and Institutional Implications

At the institutional and curricular levels, the findings emphasize the vital necessity of maintaining a strategic, dual-reading curricular design within tertiary English Language Teaching (ELT) programs. Departmental curriculum designers and academic administrators should explicitly retain both RFPP and ER as fundamental, paired courses. Operating these courses concurrently or sequentially ensures that undergraduate students achieve a balanced mastery of analytical precision and reading fluency, preventing an overemphasis on structural decoding at the expense of reading habituation.

Institutionally, universities must actively support literacy development by investing in rich, accessible physical and digital reading infrastructures. Academic departments should allocate resources to acquire diverse graded readers, authentic industry publications, and digital literature databases. Furthermore, institutional support should extend to establishing communal 'Book Corners' and digital library exchange platforms that facilitate peer book-sharing and literary discussions. Creating vibrant physical and virtual reading spaces fosters a supportive campus literacy culture that reinforces independent reading habits beyond formal classroom requirements.

5.3 Suggestions

In light of the research findings, conclusions, and implications, several constructive suggestions are formulated for key stakeholders involved in English literacy education.

For English lecturers, it is recommended that instructors in RFPP incorporate pre-reading vocabulary scaffolding prior to introducing highly dense texts, while also integrating timed workplace reading simulations utilizing diverse authentic industry documents, such as legal drafts, business proposals, and corporate correspondence. In ER courses, lecturers should maintain a supportive, low-anxiety classroom atmosphere, provide explicit guidance on time-management strategies for independent reading, and organize structured social interaction platforms like peer recommendation sessions and periodic book clubs.

For university students, it is suggested that they develop proactive self-regulation and time-management techniques to sustain daily reading consistency in ER despite demanding assignment loads from other subjects. Furthermore, students in RFPP should actively transition away from literal word-for-word translation habits by systematically applying skimming, scanning, and peer collaborative discussions to deconstruct complex sentence structures.

For departmental curriculum designers and institutional administrators, it is advisable to establish physical or digital 'Book Corners' and library exchange platforms to facilitate book sharing among students and broaden accessible reading collections. Additionally, curriculum designers should maintain the strategic pairing of RFPP and ER within the academic program to ensure students achieve a balanced development of analytical depth and reading fluency.

For future researchers, it is recommended that longitudinal studies be conducted to investigate the long-term impact of ER reading habits on students' professional writing competencies and workplace communication performance after graduation. Finally, future investigations could employ quantitative or mixed-methods research designs to examine the specific empirical correlation between the duration of SSR implementation and incidental vocabulary growth in tertiary EFL contexts.