



Bridgewater State University

Virtual Commons - Bridgewater State University

Master's Theses and Projects

College of Graduate Studies

5-2021

Factors that Impact EFL Acquisition in Cape Verde

William Patrick Rezende Moreno

Follow this and additional works at: <https://vc.bridgew.edu/theses>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [English Language and Literature Commons](#)

Recommended Citation

Rezende Moreno, William Patrick. (2021). Factors that Impact EFL Acquisition in Cape Verde. In *BSU Master's Theses and Projects*. Item 83.

Available at <https://vc.bridgew.edu/theses/83>

Copyright © 2021 William Patrick Rezende Moreno

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.

Factors that Impact EFL Acquisition in Cape Verde

Thesis Presented

by

WILLIAM PATRICK REZENDE MORENO

MAY 2021

Approved as to Style and Content by:

_____	_____
Dr. Joao Rosa, Chair of Thesis Committee	Date
_____	_____
Dr. Emily Spitzman, Committee Member	Date
_____	_____
Dr. Julia Stakhnevich, Committee Member	Date

Factors that Impact EFL Acquisition in Cape Verde

Thesis Presented

by

WILLIAM PATRICK REZENDE MORENO

Submitted to the College of the Graduate Studies
Bridgewater State University
Bridgewater, Massachusetts

In partial fulfillment of the requirements for the Degree of

Master of Arts in Teaching

[TESOL]

MAY 2021

COPYRIGHT PAGE

© 2021
WILLIAM PATRICK REZENDE MORENO
ALL RIGHTS RESERVED

ABSTRACT

The purpose of this study was to explore the factors that impact English as a foreign language acquisition in Cape Verde. While in Cape Verde students are taught English as a foreign language (EFL from now on) for many years, upon graduation many of them are unable to have basic conversations in English. As a result, many students in Cape Verde lose the opportunity to get a better job inside and outside Cape Verde or potential scholarships to study in an English-speaking country. This study intended to explore the students' and teachers' attitudes towards EFL in Cape Verde. The main topics examined in this study include the education system, the teachers' level of preparedness and commitment, as well as the social and emotional factors that affect EFL acquisition in Cape Verde. The instruments used in this mixed method research are interviews and questionnaires. The findings of this study will benefit the education system in Cape Verde through a better understanding of EFL acquisition. The findings of this study may also be significant to teachers and TESOL educators in the US since a significant number of Cape Verdeans study in the US. It has been found that there is a need to improve the pedagogical practices of EFL teachers in Cape Verde as well as restructure the education system to best fit the needs of the students. The findings also indicated that the education system, the students themselves and their colleagues, as well as the teachers can affect motivation level in both positive and negative ways. It has also been found that language anxiety negatively impacts students' EFL acquisition.

Key words: English as a foreign language (EFL), motivation, language anxiety, education system in Cape Verde.

DEDICATION

I dedicate my thesis to the person I most love, cherish, and admire in this world. Ana Helena Rezende Carneiro Chantre is the one who has made me become who I am and what I have become. She has been there for me since the very start and cheered me up all along even in my darkest times.

ACKNOWLEDGEMENTS

First and foremost, I thank the almighty God for guiding my paths and enlightening my spirit. I also thank my family who has helped me be focused and had fingers crossed since the very start. I thank my advisor, Joao Rosa who consistently supported this project, and worked with me for months, weeks, days and nights to make it possible for my thesis to find the light it needed. My acknowledgements also go to the readers and members of my thesis committee Dr Emily Spitzman and Dr. Yulia Stacknevich as well as Dr. Alexandra Balconi who contributed to the advancement of my thesis.

FIGURES

Figure 1: The impact of the education system on EFL acquisition

Figure 2: What motivates students to learn English?

Figure 3: Students' attitudes towards EFL acquisition through the following aspects

Figure 4: What do teachers most like about their jobs?

Figure 5: What do teachers do to solve classroom challenges?

Figure 6: Rating of the teachers' experience during internship

Figure 7: Teachers' perception of the factors that affect students' motivation

Figure 8: How often do teachers use these activities in the class?

Figure 9: How often do teachers combine these activities in the classroom?

TABLE OF CONTENTS

CHAPTER I: CONTEXTUAL FRAMING & LANGUAGE USE	1
Purpose Statement	4
CHAPTER II: LITERATURE REVIEW	6
The Education System	6
Teachers' Level of Preparedness and Commitment	11
Social and Emotional Factors	15
Students' Motivation Level	16
Language Anxiety	18
Summary	20
CHAPTER III: METHODOLOGY	22
Research Design	22
Participants	23
Data Collection and Analysis	23
Ethical Considerations	24
CHAPTER IV: FINDINGS OF THE STUDY	25
Findings of the Students' Questionnaires	25
Findings of the teachers' questionnaire	30
Findings of the students' interview	37
Findings of the teachers' interview	47
CHAPTER V: DISCUSSION OF THE FINDINGS	59
The Education System: Data from the Students and Teachers' Questionnaires	59
Data from the Students' and Teachers' Interviews	59
Teachers' Level of Preparedness and Commitment: Data from the Students' and Teachers' Questionnaire	60
Data from the students' and teachers' interview	62
The socioemotional factors that impact EFL acquisition	64
Motivation: Data from the Students' and Teachers' Questionnaires	64
Data from the students and teachers' interview.....	65
Language anxiety	67
Data from the students' and teachers' questionnaire.	67
Data from the students' and teachers' interviews.....	68

Most important highlights of the findings	70
CHAPTER VI: CONCLUSION AND RECOMMENDATIONS	72
Conclusion	72
Limitations of this study	73
Recommendations	73
REFERENCES.....	75

CHAPTER I: CONTEXTUAL FRAMING & LANGUAGE USE

The Republic of Cape Verde is an archipelago nation situated off the western coast of Africa. The country was discovered by the Portuguese in the year 1460 and was colonized until 1975. Comprised of 9 inhabited islands and one uninhabited, the country is geographically divided into two island groups, six of which form the Barlavento islands and four of them form the Sotavento islands.

Playing a pivotal role in the slave trade as a trading hub, Cape Verde's history has over the centuries been marked by both forced and voluntary migration (Carreira, 1983). While much of this migration has been outward in nature, primarily as a result of the slave trade or as the colonized population sought relief from sporadic periods of hunger resulting from chronic drought and negligent colonial policies (Correia e Silva, 1996), Cape Verde has also been the recipient of populations seeking to escape persecution (Gottlieb, 2020, Piazza, 2020). The resulting exchange of peoples and cultures has made Cape Verde an extremely diverse society with a diaspora community that spreads across the globe.

In the United States, Cape Verdeans have played a significant role in the historical development of the nation. Amado (2020) has argued that Cape Verdeans have been present in the United States since late 1700s. During the 1800's, Cape Verdeans played a critical role in the packet ship trades, whaling and textile industries of the northeast of the US. (Halter, 1993 & Lobban, 1995). Today there are Cape Verdean communities in every state in the US with heavy concentrations in areas like the northeast and west coast. The reciprocal exchange between the diaspora communities and Cape Verde has resulted in an interesting cultural and linguistic environment.

Before discussing EFL situation in Cape Verde, it is important to mention the linguistic situation that exists in Cape Verde. Duarte (1998) stated that there is indeed a situation of diglossia in Cape Verde. Rosa (2010) and Veiga (2015) also agreed that the linguistic situation in Cape Verde is that of Diglossia. Ferguson (1959) defines diglossia as a situation in which “two closely related languages or dialects are used by the same linguistic community” (as cited in Oquendo, 2014, p. 2). Oquendo (2014) explained that in sociolinguistic terms, many authors such as Bright (1964), Fishman (1967) and Giglioli (1972) refer to diglossia when the formal and informal language styles are highly distinctive in terms of form and function. As Veiga (2015) stated, in Cape Verde Portuguese is used in formal situations, while the Cape Verdean Language is used in informal situations. For instance, we use the Cape Verdean Language (L1 or native language) when talking to our friends, family members, or acquaintances. However, the language of instruction in schools as well as other formal spaces is Portuguese (the official language in Cape Verde).

As Märzhäuser (2019) stated, there is a strong influence of English on the Cape Verdean language, which can be seen both inside Cape Verde and in the diaspora. According to Swolkien (2015) the English influence can be noted in Cape Verdean words such as “kek” to refer to cake or “pudin” to refer to pudding (Märzhäuser, 2019). Delgado (2008) stated that Sao Vicente is the island that has gone through more English influence than other islands, and this can be seen in the use of many words including boy, man, and sorry (Märzhäuser, 2019). Almeida and Rosa (2020) as well as Amado (2020) suggested that there is a migratory link between Cape Verde and the US. This historic link between the two countries as well as the linguistic influence resulting

from centuries of contact are in some ways a testament to the need to undertake this research.

In Cape Verde, English is learned as a foreign language. As Monteiro (2015) pointed out, in Cape Verde many teachers do not pay attention to aspects of communication (including pronunciation) since the focus of EFL teaching is based mostly on grammar teaching. As a repercussion, many students are unable to communicate in English despite studying this language for years in high school. Although this research focuses on English as a foreign language (EFL), it is important to make a distinction between English as a foreign language and English as a second language (ESL).

According to Iwai (2011), English as a foreign language refers to contexts where English is taught in non-English speaking countries whereas English as a second language refers to contexts where English is used as a way to communicate. In some EFL contexts such as Cape Verde, grammar may be taught extensively at the expense of communication. One of the repercussions of that includes not preparing learners to deal with the demands of the language of power (English). As Norton (2013) and Fairclough (2015) suggested, language and power are interconnected, and if teachers bring awareness to students regarding that connection, language learning is much more likely to occur.

Another issue that may be present in an English as a foreign language classroom is that of motivation (or lack thereof). Motivation in language learning can be understood as “the desire to initiate L2 learning and the effort employed to sustain it” (Ortega, 2013, p.168). The question is, can EFL learners be expected to be motivated if their progress in learning the target language is restricted to classroom practices that focus solely on grammar? Another point to consider is the teachers’ level of preparedness and

commitment. In other words, it is important that EFL teachers actively engage in students' learning by improving their teaching practices and by doing research. Having taught high school students for a period of three years, the researcher identified the factors aforementioned as being crucial when it comes to EFL context in Cape Verde.

Purpose Statement

The purpose of this study is to examine the main factors that impact EFL acquisition and teaching in Cape Verde. This study focuses on the education system, teachers' level of preparedness and commitment, as well as the social and emotional factors such as motivation and language anxiety. In Cape Verde, when high school students pass the academic year, there is a belief that their proficiency level also progresses even though that may not always be the case. For example, when the students reach the 12th grade, they are thought to be level 6 in English and, hence, they are taught level 6 grammar topics such as reported speech, conditional sentences, active/passive voice, idiomatic passive, present perfect, and so on. Unfortunately, passing the academic year does not necessarily mean that the students' proficiency level has changed or progressed.

Since the focus in the current model is much more on grammar than on communication, the students' proficiency level in their last year of high school (12th grade) tends to be ironically the same level as when they started learning English (beginning level). Recent drastic modifications to the curriculum mandate the learning of English from the 5th grade, but there is still a need to pay closer attention to how grammar teaching can be balanced with communicative fluency so that students can be both accurate and fluent in the English language. By using tools such as interviews and questionnaires, the researcher can better understand the current conditions of EFL

acquisition in Cape Verde as it relates to aspects such as the education system, teachers' level of preparedness and commitment as well as the social and emotional factors that students go through. The research questions of this study are the following:

1. In what ways do the education system and teachers support or inhibit the learning of EFL in Cape Verde?

2. How do students and teachers assess their motivation to acquire or teach EFL in Cape Verde?

2.1 What are the socioemotional factors that students and teachers perceive as determinants in the acquisition of EFL in Cape Verde?

CHAPTER II: LITERATURE REVIEW

The main topics of this study were carefully chosen based on a combination of the researcher's experience and knowledge regarding the teaching of EFL at the secondary level in Cape Verde as well as the literature review on related topics. Moreover, this literature review is thematically organized in the following way: education system, teachers' level of preparedness and commitment, as well as the social and emotional factors (motivation and language anxiety). While it is important to point out that some of the studies used in this literature review are grounded in other contexts, they are nevertheless focused on the teaching and learning of EFL.

The Education System

In this research, the phrase education system has been used to refer to the formal and explicit curriculum that students are exposed to in high schools. While this is the focus of this research, the researcher recognizes that some theorists have posited the existence of more thorough curricular conceptions that include the informal as well as the hidden. As Dutton and Sellheim (2014) explained, formal curriculum is the type of curriculum that is explicitly stated, whereas the informal curriculum refers to the act of teaching and learning that takes place through informal interaction between students and teachers. The authors also explained that the hidden curriculum is that which is influenced by "organizational structure and culture." (p.50).

One potential challenge which EFL learners may face in the acquisition of the target language may be grounded in the very structure of the education system; the overreliance of the curriculum on an excessive focus on grammar thereby limiting the time devoted to practice and the development of a functional capacity to communicate.

In a key work on language acquisition, Krashen (1982) argues that language learning should have less of a focus on grammatical rules and more of a focus on the exposure to natural communication. According to Krashen, rigid structures in the development of language acquisition through grammar drills are often counterproductive in that they are externally imposed rather than organically developed through meaningful meaning-making in natural communication. Similarly, Uysal and Bardakci (2014) conducted a study on 108 EFL teachers in Ankara. The instruments of this study were questionnaires and the results indicated that most teachers preferred teaching grammar through traditional approaches. In other words, the findings of this research indicated that many teachers prefer to adhere to more traditional models of EFL such as, explaining the rules of grammar to the students, using repetition drills and quizzing the students. This approach, as Uysal and Bardakci (2014) suggested, provides limited opportunities for students to practice and use the target language in real life situations. Thus, what the authors pointed out in their findings is that the normative pedagogical practices in the education systems tend to contradict the very goal of those systems, which is to make students learn the target language.

Dos Reis (2016) conducted a study on 17 Cape Verdean students who had initiated their studies in Cape Verde and also studied in high schools in New Bedford. The instrument used in this qualitative research was interview. The findings indicated that most participants could not speak English fluently before they came to the US. The findings also revealed that the participants of the study lacked dedication and self-discipline to study EFL in Cape Verde. Indeed, interestingly, some participants blamed themselves for not having improved in English while studying that language in Cape Verde. Yet, Dos Reis

also pointed out that the chances of students to learn English and be able to use the language communicatively is low given the pedagogical practices as well as the high level of focus on grammatical aspects. This author also concluded that “EFL teaching in Cape Verde is jeopardizing the students’ future since it inhibits them from achieving communicative skills.

Ho and Binh (2014) conducted a study on two classrooms in Vietnam. One of the classes was a control group while the other was an experimental group. Each class had 37 students and the gender difference was not significant. Pretests and posttests were carried out with the aid of instruments such as questionnaires and interviews. In the control group, Ho and Binh (2014) applied grammar translation method, whereas communicative grammar teaching was applied to the experimental group. In both groups, presentation, practice and production took place constantly. Yet, in the experimental group there was more of a focus on communication, while in the control group the focus was mostly on grammar. The results of this study in the pretest revealed that both methods effectively contributed to the students’ knowledge of grammar, but the experimental group outperformed the control group in oral tasks even though both groups had equal level of proficiency before the research. In other words, the findings indicated that EFL students learn better if they are exposed to grammar through natural communication. While this study and others suggest the importance of natural communication as an effective means of EFL acquisition, the authors do not discount the importance of grammar (taught in context) as a way for students to develop enhanced command of the target language and the capacity to interact linguistically with different people. Thus, learning grammar effectively can help learners develop their overall communicative abilities. This indicates

that both grammar and communication are important and, therefore, equal attention must be paid to both of them.

Because learning grammar can be challenging, it is important that we consider the amount of time spent on the teaching of grammar. Ellis (2006) argues that the time to teach each grammar topic in most contexts is limited, and, therefore, it is important that grammar topics be selected according to their level of difficulty as well as the students' proficiency level. In Cape Verdean high schools, each grammar topic is often taught in about a week (3 to 4 classes) and each individual class is taught in 50 minutes or less. Since the classroom size is usually large (ranging between 20 to 40 students), the teaching time of each grammar topic is relatively short, leaving limited opportunities to practice the main topic hand-in-hand with the macro skills (listening, speaking, reading, and writing).

Ellis (2006) also pointed out two stages of grammar teaching (intensive and extensive). According to this author, intensive grammar teaching entails teaching the same grammar topic(s) for days or weeks and this method has proven to be more efficient than extensive grammar teaching (which happens when grammar is taught in a restricted period such as in a single lesson). In other words, according to Ellis, more attention should be devoted to the curricula and to the pairing of the grammar topics and the students' proficiency level in English, as well as the time frame of exposure to allow enough practice for students to learn the topics and be able to use them in conversation. While many EFL students enjoy language practice rather than the study of theory, most studies, including Ellis', point to the importance of not isolating theory from practice.

Additionally, Larsen-Freeman and Celce-Murcia (2016) agree that there are three dimensions of grammar teaching such as form (accuracy), meaning (meaningfulness), and use (appropriateness or when/why certain grammar topic is used). Moreover, Brown and Lee (2015) go further to explain that form refers to observable components including inflectional morphemes, while meaning entails lexical and grammatical meaning, and use encompasses “cohesion in discourse” (p.463). According to Brown and Lee (2015), traditional approaches “focus on form, somewhat on meaning, but ignore use almost completely” (p.464). Again, these three dimensions of grammar can only be acquired if learners are provided with enough time to practice, and such practice should not be limited to a simple written exercise. Instead, grammar teaching should be embraced with the four domains of language so that EFL students feel more engaged in their learning process. Learning grammar is important, but it is also important for students to learn grammar in context and be able to speak communicatively in real life situations.

Maria Martins (2013) conducted a study in Cape Verde and analyzed the effectiveness of the 12th grade syllabus in public education. The participants of that study were two high school English teachers and 84 high school students. Before the research, the students were being taught lessons according to the syllabus their teachers were following. Yet, for the purpose of that research, Martins made some adaptations to the existing syllabus and asked both teachers to teach according to her suggested adaptations. Some suggestions made by Martins included, past and modern times, age of the internet, and emigration (dealing with cultural diversity and intercultural identity). Both teachers were asked to teach three lessons based on Martins’ adaptation to the syllabus. Both teachers taught the same topics. One of the teachers taught a topic per lesson (a total

of three topics in three lessons). The other teacher spent two lessons to teach a topic and one lesson to teach another one.

The findings revealed that the teacher who spent more time teaching the contents (teacher 2) was more successful than the teacher who taught a topic per lesson. Also, most students indicated that the adaptations made by Martins were more engaging and more enjoyable than their experience with the contents in the previous syllabus. The findings also suggested that most students found the speaking activities more engaging and interesting than the grammar lessons they were exposed to before the research. The students whose teacher spent more time teaching a content did better than the students whose teacher spent only one lesson per topic. The findings of this research indicated the need to adapt the existing curriculum in Cape Verde. As Moreno (2015) stated, EFL learning and teaching in Cape Verde need some changes since “there is no structured curriculum” (p.1) that goes hand in hand with “the learners’ needs. In addition to the education system, the teachers’ levels of preparedness and commitment or their pedagogical skills also play a great role in the students’ acquisition of EFL.

Teachers’ Level of Preparedness and Commitment

While it is important that teachers are committed and prepared to enhance the EFL acquisition process, Samson and Collins (2012) stated that little attention is paid with regard to essential standards, knowledge, and skills that English as a second or foreign language teachers must possess. In other words, many EFL teachers are not sufficiently trained to teach EFL students. In some cases, teachers are given abundant theory when it comes to language teaching, but indeed little attention is given to practice. A clear example of that in Cape Verde is the lack of sufficient teaching practices in internships and

practicum as well as on going pedagogical trainings. When it comes to internships in Cape Verde, the amount of time teacher trainees spend on internships is limited and does not sufficiently prepare them to become effective teachers.

In addition to experiencing little practical time in internships, many teachers may not sufficiently reflect on the various aspects of teaching (i.e.; dealing with students' misbehavior, having students develop the four domains of language, and preparing students to do well in standardized tests) or attend professional development in those areas. A study conducted by Rainey (2000) in 10 different countries, focusing on the extent to which teachers engaged in action research as a means of professional development, involved 229 teachers who successfully responded to questionnaires. The questionnaires had both open-ended and close-ended questions. The findings of that study indicated that 171 teachers never heard of action research, and most of them did not engage in action research. The same study indicated that most teachers did not do action research due to lack of time and lack of research skills.

Similarly, Borg (2009) conducted a study on 505 English teachers across 13 countries to understand their perception of research as well as how often teachers do research. Even though Borg collected quantitative data, the analysis done was qualitative in nature. The instruments of this study were questionnaires and interviews. The findings of this study indicated that 3.8 percent of the teachers never did research, 28.7 percent did it rarely, 51.9 percent did it sometimes, and 15.6 percent often did research. These findings suggest that action research is important and should be considered by teachers (in this case EFL teachers) so that classroom challenges can be minimized and so that effective EFL acquisition can occur. Doing research can help teachers improve their

pedagogical practices regarding different skills including the teaching of EFL beyond the scope of grammar.

Gomes (2007) conducted a study on 30 English teachers in Cape Verde. The teachers were recruited from eight different high schools. The teachers were also selected according to the grade level (from between 9th and 12th grade). The aim of that research was to collect data about the teachers' attitudes towards teaching EFL in Cape Verde beyond the scope of grammar. That research focused mostly on speaking skills. The findings revealed that only 33,3 percent of teachers test their students' speaking ability even though all the participants recognized the importance of such ability. 80 percent of the teachers who assess speaking stated that they use reading aloud as an instrument to assess speaking. As Gomes suggested, by reading students can improve their pronunciation but assessing reading is totally different from assessing speaking. Since teachers are using reading aloud as a speaking assessment, this may imply that some teachers face difficulties in assessing students' oral skills. Gomes concluded that it is evident that many "teachers in Praia do not test speaking" (Gomes, 2007). The findings also noted that 20 percent of teachers believe that it is hard to design speaking tests, 40 percent of teachers claim that it is hard to score the speaking tests, 87 percent of teachers indicated that it is hard to test students' speaking ability in large classes, and 20 percent of teachers stated that it is hard to differentiate the listening and the speaking tests.

These findings suggest that many teachers in Cape Verde may need more trainings regarding implementing and assessing speaking activities inside the classrooms. The findings also indicated that all the participants recognized the importance of reading, speaking and writing and most of them (83 percent³) acknowledged the

importance of speaking. All of the findings mentioned in the research by Gomes indicated that there are many constraints to EFL teaching in Cape Verde beyond the scope of grammar. The findings also indicated that EFL teachers in Cape Verde need further trainings regarding teaching the four macro skills since most of them recognize the importance of such skills but face difficulties implementing them in their teaching. Also, none of the participants stated that they do research to improve their teaching practice in terms of applying the four macro skills and assessing their students. This does not necessarily mean that these teachers are not committed or prepared to teach EFL in Cape Verde, but all teachers must consider identifying classroom challenges that may hinder their students' progress as well as doing research aiming at solving those challenges.

Varela (2021) conducted a study on 7 Cape Verdean students who had experience studying both in Cape Verde and in the US. The aim of that study was to understand the students' perception of the impact of English language instruction in Cape Verde on their academic achievement in the US. The nature of this study is qualitative, and the tools used were questionnaires and interviews. The findings indicated that students felt dissatisfied with the English instruction in Cape Verde since it focused a lot on grammar activities (most of which are based on filling in the gaps) but not on communicative skills. The findings also suggested that one of the reasons that there is a high focus on grammar teaching in Cape Verde is due to midterms. It was also found that there is a need to improve teaching practices as well as students' engagement regarding the learning of EFL. The findings also indicated that the heavy focus on grammar in EFL classes in Cape Verde as well as the little attention paid to communicative activities did not have a positive impact on the participants of the study after they came here to the US. The findings also revealed

that many teachers do not spend enough time teaching grammar content because there is too much content to be taught. Also, findings indicated that students enjoy communicative activities in the class. The overall findings of this study indicate that there is a need to better pedagogical skills in EFL classrooms in Cape Verde.

In addition to the need of improving EFL pedagogical skills, there is also a need to improve equipment and materials in EFL classrooms in Cape Verde. As Moreno (2015) suggested “in Cape Verde, schools lack materials and conditions to make students and teachers be more productive” (p.1). There is a need for the improvement in EFL teaching practices, but such teaching practices would be easier to manage if there were less students in the class and if there were more resources for EFL teachers to use in schools in Cape Verde. Yet, restructuring the classroom setting as well as doing research can help teachers be more productive, committed, and engaged in their teaching practices. The teachers’ level of commitment may also have an impact on EFL students’ motivation level.

Social and Emotional Factors

Adams and Richie (2017) define social and emotional learning as a set of processes that make us “understand and manage our emotions”, achieve our objectives, establishing good relations with others, as well as make “responsible decisions in life for both children and adults” (p.77). However, in this paper, the social and emotional factors that were explored are specifically motivation and language anxiety.

Students' Motivation Level

In language learning, motivation is understood as the desire to start learning an additional language as well as the “effort to sustain it” (Ortega, 2013, p.168). According to Dornyei (1994), motivation can be intrinsic (when learners motivate themselves through self-rewards) or extrinsic (when learners are motivated by external rewards such as receiving good grades). In addition to motivation, investment should also be considered by EFL learners. Norton (2013) suggested that investment “seeks to make a meaningful connection between a learner’s desire and commitment to learn a language, and their complex and changing identity” (p.6). Although both motivation and investment are important keys for language acquisition, this research focuses primarily on motivation but recognizes the importance of investment.

Martins (2008) conducted a study in five high schools in Cape Verde such as Liceu Domingos Ramos, Escola Secundaria Pedro Gomes, Escola Secundaria de Palmarejo, Escola Secundaria Amor de Deus, and Liceu de Achada Grande. The participants of this study included 7th grade English teachers, and 76 students who were learning English for the first time. The findings of that study suggested that most of the students who participated (between 62 percent and 64 percent) were extrinsically motivated by their grades and by their relationship with the teacher. The findings also revealed that between 56.5 percent and 59 percent of the students were intrinsically motivated by their personal efforts as well as class participation. Other intrinsic motivation indicated by the students included the ability to understand English movies, opportunities to be the best student in class, and so on, while the extrinsic motivation factors included being praised by teachers and classmates, avoiding mockery regarding mispronunciation, and so on. Also, the

findings demonstrated that the people who influenced the students' academic lives are, in order of importance, the following ones: their parents, the students themselves, the teacher, the classmates, and the community/ religious leaders.

In any case, one can say that lack of motivation can lead to challenges in learning. Dorneyi (1990), Ghaith (2003) and Oxford (1996) agreed that the students are more likely to feel motivated to the learning of a language if they understand that the purpose of studying that target language is primarily to be able to communicate in that language (as cited in Bahous, Bacha, & Nabhani, 2011). In other words, as the authors suggested, when teachers explain the purpose of the lesson as well as the purpose of learning the target language, the students are more likely to feel motivated, and, therefore more likely to learn EFL. If learners have absolutely no interest in learning the target language, they may not focus in class, nor are they likely to participate, study or prepare for tests (oral and written), as well as individual or group works.

There are many factors that contribute to the students' motivation in EFL classrooms. For example, Han, Aybirdi, and Tulgar (2019) conducted a study on 469 Turkish students and the findings indicated five possible reasons that affect EFL students' motivation: classmates, teachers, physical conditions of the learning setting, personal factors, and the education system. The findings of this study indicated that the teachers' lack of appropriate pedagogical skills contributed to the students' low motivational level. 8.2 percent of the participants in this study mentioned that the education system is demotivating for them because it is "boring, teacher-centered, unpractical", and it aims at making students memorize (Han et al, 2019, p.61).

Moreover, the study by Han et al (2019) used quantitative and qualitative methods (mix method design) and the instruments used were questionnaires and interviews, and the findings revealed that 28 percent of the participants indicated that their classmates laugh at them when they mispronounce words, and they also stated that they feel stressed because of the competition among their classmates in terms of grades. When it comes to the learning setting, the authors indicated that 22.2 percent of the participants responded that the learning setting such as large classrooms and “lack of facilitative learning equipment” promoted demotivation for them (p.61). Another finding of this study was that 18.6 percent of the participants revealed that lack of self-confidence, shyness, fear of negative evaluation, and anxiety discouraged their learning. Hence, as this study suggests, EFL learners’ motivation level can be affected by their own self-perception, by the teaching environment, by their teachers, or by the education system. Alternatively, the study also suggests that, if preventive measures are taken into account the students are more likely to be motivated in the process of their EFL acquisition.

Language Anxiety

In and out of the classroom, students deal with language anxiety which may impact EFL acquisition. As Young (1999) pointed out, in a foreign language context, language anxiety refers to all the negative emotional feelings that learners feel when learning or using an additional language (Sadiq, 2017). To understand how language anxiety impacts EFL acquisition, Raouf (2015) conducted a study on 20 students who were learning EFL. The participants included 13 males and 7 females who were all selected at random. The study took place in Avcilar Annaokulu in Istanbul, Turkey. The findings of his study indicated that the students who coped better with stress and language anxiety acquired EFL

more easily. This finding illustrates how important it is for learners to be in control of their emotions or (in this case anxiety level) so that effective EFL can take place.

Similarly, Hashemi (2011) conducted a study on 60 students in Iran. This author used a qualitative method design, and his instruments were interviews and focus- group discussions. The findings of this study suggested that some social and emotional factors including language anxiety are not only common in language acquisition but may also have a negative impact on learners. For example, if learners are given an exercise in an EFL classroom which demands a higher level of knowledge from them, they may feel anxious and they may even avoid participating in class.

In addition, Sadiq (2017) conducted a study on 100 students in Saudi Arabia. The instruments used were questionnaires and the findings suggested that academic level and age are some of the factors that impact language anxiety. That is, this study indicated that freshmen had a higher level of language anxiety compared to other students. In fact, EFL students may feel language anxiety in various situations such as oral performance, tests, class participation and so on. The studies on language anxiety discussed above show that both students and teachers must cooperate so that the students' anxiety does not negatively affect EFL acquisition.

Fernandes (2016) conducted a study on 21 students (11 females and 10 males) in Abilo Duarte High School in Cape Verde to analyze how language anxiety impacts their learning. This was a mix method research and the instruments used were interviews, questionnaires, and classroom observation. As Fernandes explained, this study happened in three phases. First, he observed the students' attitudes and behavior when it comes to the impact of anxiety on their speaking performance. The second phase

was the application of the questionnaires, whereas the last stage was the interview process. The findings of the study indicated that 48 percent of the students face high level of anxiety, 43 percent of them face moderate language anxiety whereas 10 percent of them have low language anxiety. The findings also suggested that female students tend to experience higher levels of anxiety compared to male students. The findings also implied that students feel high levels of anxiety when they are asked to perform without necessarily having prepared for such a performance. The findings also suggested that students feel anxiety when they volunteer to do a task or when they are asked to do a task. Another finding is that some students feel anxiety because they are fearful of making mistakes and because their teachers tend to correct their every single mistake or error. The findings also revealed that there is a correlation between the students' language anxiety and their proficiency level in English. That is, students who were more proficient in English experienced lower level of language anxiety compared to those who had a lower proficiency level in English. The findings also indicated that students may feel a higher level of language anxiety when their colleagues mock them when mispronunciation occurs or when they lack some vocabulary. The findings also indicated that students tend to experience lower levels of anxiety in group works, song related activities, and reading activities since they considered these aspects to be more relaxing and, therefore, less stressful.

Summary

Much research has been done on the impact of the education system on EFL students. However, not much research has analyzed how the curriculum designed should be reformulated in Cape Verde. For example, in some EFL contexts, specifically in Cape

Verde, students are taught each grammar topic in a limited amount of time (usually within three or four classes) and they are “expected” to learn the content even though there is little exposure to context. There is a need to both study and redesign the curricula in such contexts. In addition, a lot of studies have shown that many EFL teachers may not be prepared and committed when it comes to teaching EFL. Studies have also shown that many students who are learning EFL are demotivated because they are taught too many grammar contents whereas they do not experience sufficient opportunities to converse and develop communicative competence in the target language. In this respect, a lot of research has been done, but more attention should be paid to teaching EFL in a fun, relaxing way to promote students’ interest within a grammar teaching context. Additionally, a number of studies have been carried out on how language anxiety affects EFL acquisition, but not much research has linked language anxiety to the students’ lives outside the classroom. In other words, when students learn the importance of having high levels of motivation in terms of EFL acquisition and low levels of language anxiety, they are more likely to be more positive towards EFL acquisition. Hence, there is a need to study all of the factors previously mentioned in a context such as Cape Verde.

CHAPTER III: METHODOLOGY

Research Design

A convergent mixed method design has been chosen for this study. Although Creswell and Creswell (2017) argue that a convergent mixed method usually happens in a single phrase, the researcher used a two-phrase process (first the questionnaires and then the interviews). According to Creswell and Creswell (2017), mix method research utilizes the strengths of qualitative and quantitative methods, and it also minimizes “the limitations of both approaches” (p.297). The use of both of these methodological approaches provides deeper lens through which the researcher can explore the topic at-hand.

Procedurally, upon the identification of the research participants, consent forms detailing the parameters of the research protocol and the participant’s rights were presented for review and signature. Participants were subsequently exposed to the questionnaires. The questionnaires helped the researcher comprehend the participants’ opinions and attitudes towards EFL acquisition in Cape Verde, but the interview specifically helped the researcher understand what makes the participants have particular attitudes towards the topic under study, and it also helped the researcher perceive whether the participants’ attitudes or opinions change from questionnaires to interview or if their ideas remain constant.

In using both of these methods, the researcher was able to triangulate the data thereby making the research more reliable. The questionnaires contained two sections (one with general questions and one with more specific questions), but most questions were open-ended. Similarly, most questions on the interview were open-ended. Following completion of the questionnaires, there was a virtual interview held

through Zoom, which was recorded and saved on the researcher's academic OneDrive. The interviews were then transcribed, and the researcher used the methodology of discourse analysis as a means of interpreting the data. Discourse analysis, as Fairclough (1992) and Gee (1999) stated, refers to the act of studying the way people use language to encode meaning (Gee, 2012). The researcher utilized discourse analysis as a means of coding and analyzing the participants' use of language in the transcribed interview. In other words, both the language and the manner in which it is used were taken into account, helping the researcher better understand the participants' attitudes, opinions and ideas.

Participants

The participants of this study included high school teachers and students. There were 10 participants in this study (5 teachers and 5 students), and the gender was equally balanced since there were 5 males and 5 females included in this study. The research participants were chosen by convenience (not at random) due to factors such as time availability and level of interest. Other selection criteria included age (18 years of age and above), gender (male and female), years of teaching experience (minimum of two) as well as nationality (Cape Verdean).

Data Collection and Analysis

Data was collected through questionnaires and individual interviews. Questionnaires do not always allow the researcher to analyze the data in depth since there may be limited opportunities for participants to discuss their ideas freely. Hence, although questionnaires can have advantages, the researcher believes that more reliable data can be gathered if questionnaires are paired with interviews. As Ennis and Chen (2012, p.3) suggested, individual interviews help the researcher "identify

trustworthiness of data” and they also help to collect “in-depth information about the participants” as well as their ideas and culture. According to Denzin and Lincoln (2018, p. 998) interviews are powerful tools that “can be communicated in ways that are at once evocative and moving but also analytically clear” and the stories as well as experiences shared in the interviews can meet with the “historical and political” ideologies of a society. Hence, the data was analyzed through language use. That is, people use language in a certain way for a specific purpose. Therefore, particular quotes from participants were mentioned and discourse analysis was used to help the research interpret data.

Ethical Considerations

Since this is a human research, there were some procedural steps that the researcher followed to ensure the rights of the participants. First, under no circumstances were the participants of this study to be persuaded to take part in this research. In addition, identifiable records such as names, addresses, and schools were not included. Hence, gender and age range are the only identifiable records used in this research. All the records were destroyed after data analysis. The participants were also informed that they had the option to stop participating at any time, and that research participation would not harm them in any way. The researcher also notified the participants that there would be no immediate benefits for them such as grades or money, but their contribution would benefit the society and the education system of Cape Verde. The researcher made certain that all participants were aware that there could have been some discomfort since they would be recorded during the interview. In addition, a proposal was submitted to the IRB, and it was approved by them on February 11, 2021.

CHAPTER IV: FINDINGS OF THE STUDY

The findings of this study are presented in the following pattern. First, the researcher presents the findings of the students' questionnaire. The second part is centered on the teachers' questionnaires. The researcher then presents the findings of the students' interview. Lastly, the researcher presents the findings of the teachers' interviews.

Findings of the Students' Questionnaires

The first question was **“How long have you studied English in a formal educational setting in Cape Verde?”** Out of the total number of respondents, 20 percent of the participants studied English between 0 and 24 months, 20 percent of the participants studied English between 24 and 48 months, and 60 percent of the participants studied English between 48 and 72 months.

The second question was **“How much do you like the study of English in an academic setting?”** The students were asked to select a) a lot; b) neither too much nor too little or c) a little. 20 percent of the students selected option c (a little), while 80 percent of the students selected option b (neither too much nor too little).

The third question was **“How much do you like English in informal settings?”** The options given to the students were the same as the ones in the previous question (a lot, neither too much nor too little, or a little). 40 percent of the participants selected option a (a lot), 40 percent selected option b (neither too much nor too little), and 20 percent selected option c (a little)

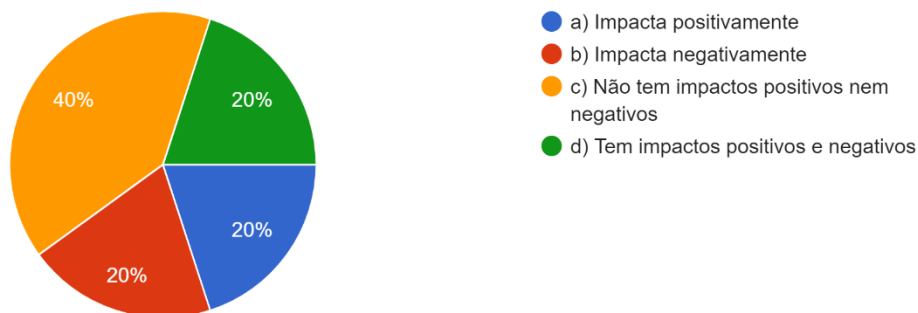
The following question was **“Is it important for you to learn English?”** The findings indicated that 100 percent of the participants agreed that English is important for them.

In the fifth question, the students were asked “**How important is learning English for you?**” 20 percent of the participants answered that English is important for them and 80 percent of them mentioned that English is very important for them.

In the sixth question, the students were asked “**How does the education curriculum impact your EFL acquisition in Cape Verde?**” 20 percent of the participants stated that the education curriculum impacts their EFL acquisition positively and 20 percent of them answered that the education curriculum impacts their EFL acquisition negatively. The findings also indicated that 20 percent of the students believe that the curriculum has neither positive nor negative impacts on their EFL acquisition while 40 percent of them agree that the education curriculum has both positive and negative effects. The information from this paragraph is summarized in the chart below.

Figure 1: The impact of the education system on EFL acquisition

6. Como o currículo educacional impacta sua aquisição da língua inglesa em Cabo Verde?
5 responses



The next question was “**Based on your learning experiences in the EFL classroom, how prepared are teachers in Cape Verde to teach EFL?**” 40 percent of the respondents answered that the EFL teachers are very prepared and 60 percent of them stated answered that EFL teachers are prepared.

The eighth question was “**In your opinion, do you perceive teachers to be committed to addressing disruptive behaviors in the classroom?**” While the response of 20 percent of the participants was maybe, 80 percent of them responded yes to this question.

The ninth question was “**How committed are EFL teachers in Cape Verde in terms of doing research aiming at solving problems beyond the scope of content?**” The response of 40 percent of the participants was “very committed”, 40 percent of them answered “committed”, and only 20 percent of the participants answered, “not committed.”

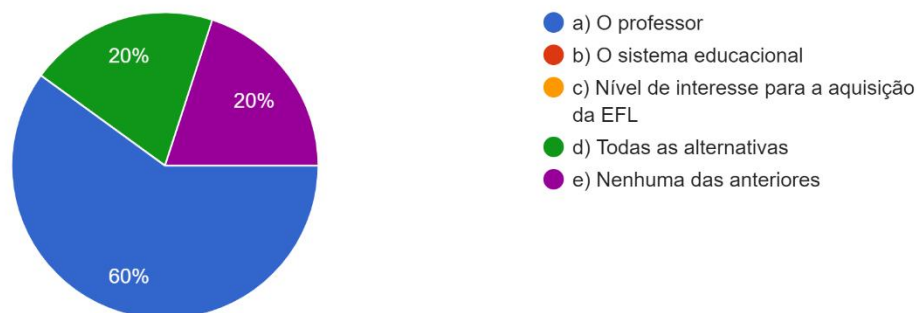
In the tenth question, the researcher asked the participants “**How motivated to learn English are you?**” 80 percent of the participants answered that they are motivated to learn English and 20 percent of them answered that they are somewhat motivated to learn English.

The eleventh question was “**What makes you motivated to learn English?**” The options for this question were: a) the teacher; b) the education system; c) students’ level of interest towards EFL acquisition; d) all of the above; e) none of the above. 60 percent of the students answered that their teachers motivate them to learn English. 20 percent of the students selected option d (the teacher, the education system, and their level of interest towards EFL acquisition, and 20 percent of them selected that none of the options motivated them to learn English. The chart below summarizes this paragraph.

Figure 2: What motivates students to learn English?

11. O que o motiva a aprender inglês?

5 responses



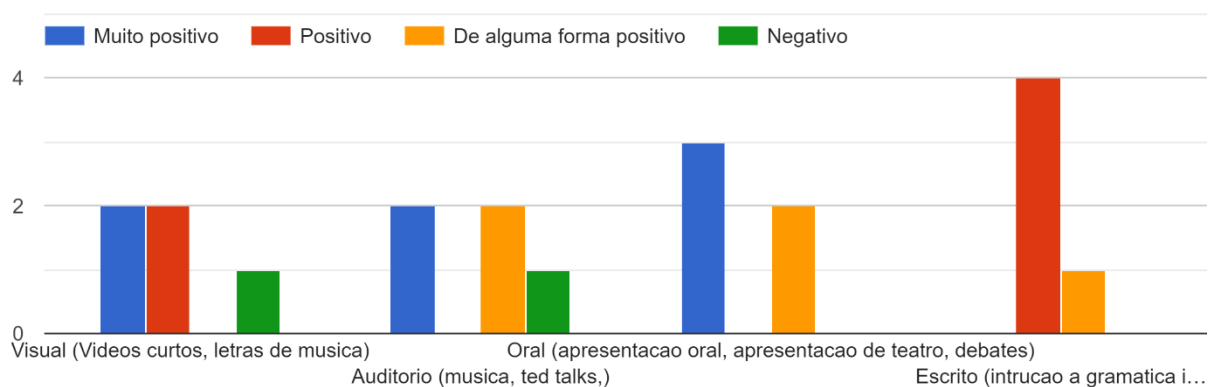
The next question was “**What makes you demotivated to learn English?**” The options for this question are the same as the ones in the previous questions: a) the teacher; b) the education system; c) students’ level of interest towards EFL acquisition; d) all of the above; e) none of the above. 80 percent of the respondents answered that the education system demotivates them to learn English, and 20 percent of them believe that none of the options demotivates them to learn English.

The thirteenth question was “**What is your attitude towards learning English through the aspects below?**” The aspects given were visual (short videos, song lyrics etc.), auditory (songs, ted talks, and so on), oral (such as oral presentations, debates, and role-plays), and written (such as implicit grammar instruction, explicit grammar instruction, essays, and stories). The students had the option to choose the following options: highly positive; positive; somewhat positive; or negative. 40 percent of the students answered that their attitude towards learning English through visual aspects are highly positive, 40 percent of them responded that they have a positive attitude towards learning English through visual aids and only 20 percent of them have a

negative attitude towards learning English through visual aspects. In terms of auditory aspects, 40 percent of the participants have a very positive attitude, 40 percent of them expressed having a somewhat positive attitude, and 20 percent of them have a negative attitude. When it comes to oral aspects, 60 percent of the participants have a very positive attitude, and 40 percent of them expressed having a somewhat good attitude. The chart below summarizes the information from this paragraph. Concerning writing, 80 percent of the participants expressed having a positive attitude while 20 percent have a somewhat positive attitude.

Figure 3: Students' attitudes towards EFL acquisition through the following aspects

13. Qual é a sua atitude em relação ao aprendizado de inglês por meio dos aspetos abaixo?



The fourteenth question was “**In your opinion does language anxiety impact EFL acquisition?**” 100 percent of the participants agreed that language anxiety impacts their EFL acquisition.

In the fifteenth question, the researcher asked the participants “**In your opinion, to what extent does language anxiety affect your acquisition of EFL?**” The response of 20 percent of the participants was “somewhat strong” to this question, and 80 percent of them responded that language anxiety impacts their EFL acquisition very strongly.

Findings of the teachers’ questionnaire

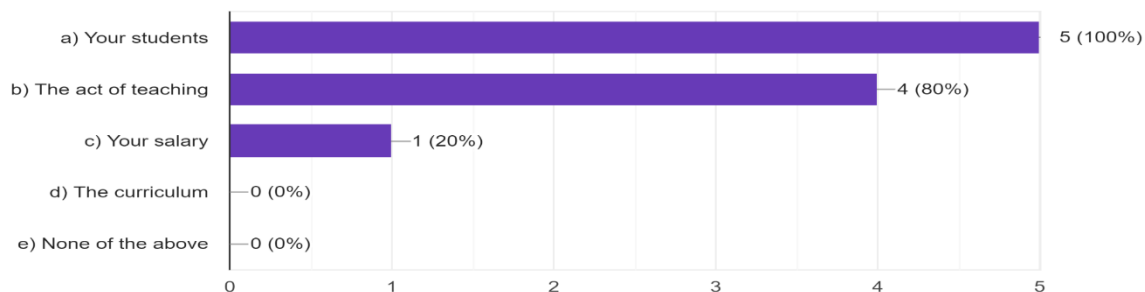
The first question that the researcher asked the participants was “**How long have you been teaching English as a foreign language (EFL)?**” 20 percent of the participants answered that their teaching experience is between 24 and 48 months. 60 percent of the participants responded that their teaching experience is between 48 and 72 months, and the rest of them (20 percent) have been teaching English for over 120 months.

The second question was “**What is your attitude towards teaching EFL?**” 40 percent of the respondents have a positive attitude towards EFL teaching, and 60 percent of them have a very positive attitude towards teaching EFL.

The third question was “**What do you most like about your job?** Please select all that apply!” The choices for this question include the following: a) your students; b) the act of teaching; c) the salary; d) the curriculum; e) none of the above. All the participants (100 percent) selected option a (your students). 80 percent of the respondents selected option b (the act of teaching), and 20 percent of them selected option c (the salary). The chart below summarizes the answers for this question.

Figure 4: What do teachers most like about their jobs?

3. What do you most like about your job? Please select all that apply!
5 responses



In the fourth question, the researcher asked the question “**How does the education system impact EFL teaching in Cape Verde?**” 60 percent of the respondents agree that the education system has both positive and negative sides, 20 percent of them believe that the education system impacts their EFL teaching positively and the rest of them (20 percent) share the opinion that the education system impacts their EFL teaching negatively.

The fifth question was “**In your opinion, how prepared are teachers in Cape Verde to teach EFL in terms of pedagogy?**” 60 percent of the participants responded that EFL teachers are prepared, and 40 percent of them answered that EFL teachers are somewhat prepared.

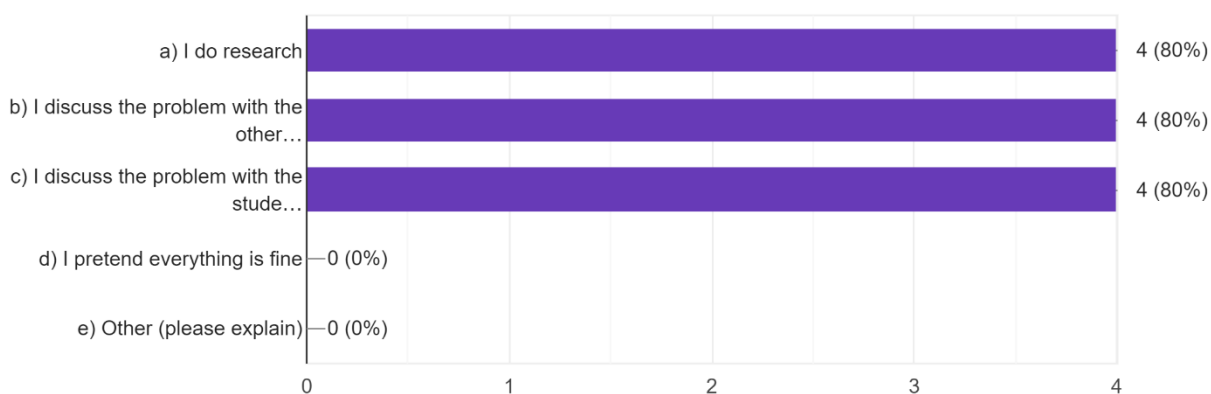
The sixth question was “**How committed are EFL teachers in Cape Verde in terms of doing research aiming at solving problems beyond the scope of content?**” 40 percent of the participants answered that EFL teachers are committed, 40 percent of them responded that EFL teachers are somewhat committed, and 20 percent of them agreed that EFL teachers are not committed.

In the next question, the researcher asked the participants “**When there are classroom problems such as disruptive behavior, low grades, lack of motivation and so on, what do you do to solve the problem?** Please select all that apply!” 80 percent of the participants answered that they do research, 80 percent of them answered that they discuss the problem with the other teacher, and 80 percent of the participants answered that they discuss the problem with the students. The summary of the responses to this question is indicated in the chart below.

Figure 5: What do teachers do to solve classroom challenges?

7. When there are classroom problems such as disruptive behavior, low grades, lack of motivation and so on, what do you do to solve the problem? Please select all that apply!

5 responses



The eighth question was “**How often do you do action research in your classroom?**” 20 percent of the respondents answered that they often do research, and 80 percent of them answered that they do action research sometimes.

In the ninth question, the participants were asked “**How would you rate your experience during the teacher trainee process in the following domains?**” Such domains include time management, teaching effectiveness, and the ability to connect with

the students. Regarding time management, 60 percent of the participants agreed that their experience as teacher trainees was good, 20 percent of the participants answered that their experience was somewhat good, and 20 percent had no opinion on that matter. In terms of the teaching effectiveness, 80 percent of the participants had a good attitude towards their teaching effectiveness during internship, while 20 percent of them had a very good attitude towards their teaching effectiveness. Concerning the ability to connect with the students, 60 percent of the participants had a very positive relationship with the students, 20 percent of them had a positive relationship with the students, and 20 percent of them had a somewhat good relationship with the students during internship. The chart below summarizes the information in this paragraph.

Figure 6: Rating of the teachers' experience during internship

9. How would you rate your experience during the teacher trainee process in the following domains?



The next question was “**How motivated are EFL students in Cape Verde?**” 40 percent of the respondents answered that EFL students are motivated, 40 percent of them answered that EFL students are somewhat motivated, and only 20 percent of them agree that EFL students are not motivated.

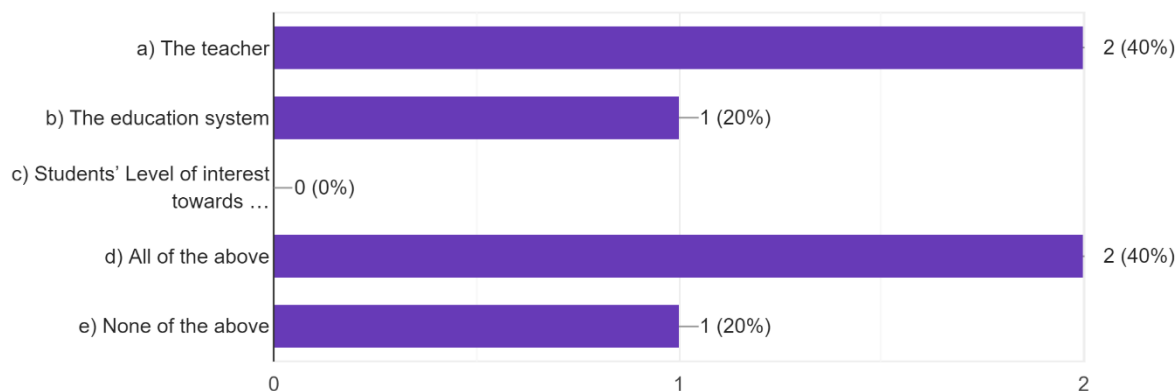
The 11th question was “**What makes EFL students motivated?**” The options given in this question were the following: a) the teacher; b) the education system; c) the students’ level of interest towards EFL acquisition; d) all of the above; e) none of the above. 20 percent of the respondents selected option c (the students’ level of interest towards EFL acquisition), 20 percent of them selected option d (all the above), and 60 percent of them selected option a (the teacher).

The next question was “**What makes EFL students demotivated?** Please select all that apply!” The option for this question was the same as the ones in the previous questions (the teacher, the education system, the students’ level of interest towards EFL acquisition, all of the above or none of the above). 40 percent of the participants believed that the teacher demotivates the students, 20 percent of them share the opinion that the education system demotivates students, 40 percent of them answered that all the factors (the teacher, the students’ level of interest, and the education system) demotivate students, and 20 percent of them agreed that none of the factors mentioned demotivate students. The chart below summarizes the answers of this paragraph.

Figure 7: Teachers' perception of the factors that affect students' motivation.

12. What makes EFL students demotivated? Please select all that apply!

5 responses



The thirteenth question was “**In your opinion, does language anxiety affect EFL acquisition?**” All the participants agreed that language anxiety affect EFL acquisition.

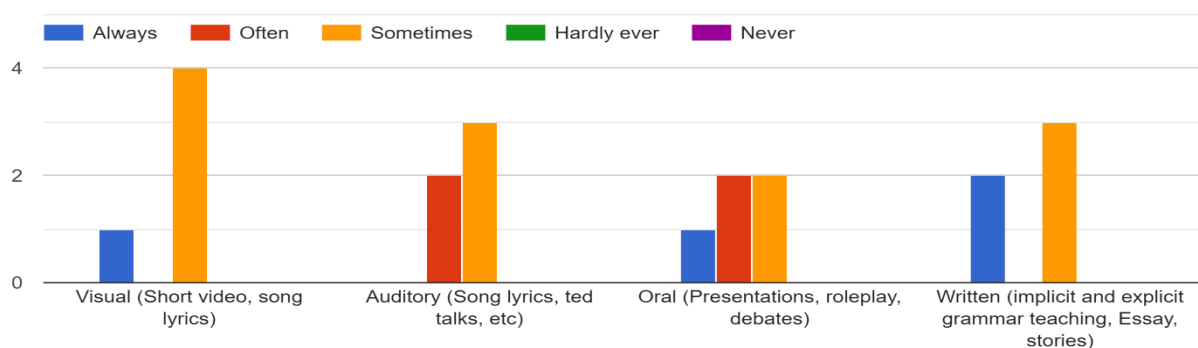
The following question was “**To what extent does language anxiety affect EFL acquisition?**” 20 percent of the respondents answered that language anxiety impacts EFL acquisition very strongly, 60 percent of them agreed that language anxiety impacts EFL acquisition strongly, and 20 percent of them responded “somewhat strong” to this question.

The fifteenth question was “**How often do you use the activities below in your classroom?**” Such activities were visual (short videos, song lyrics etc.), auditory (songs, ted talks, and so on), oral (such as oral presentations, debates, and role-plays), and written (such as implicit grammar instruction, explicit grammar instruction, essays, and stories. 20 percent of the participants answered that they always use visual aids, and 80 percent of them answered that they use visual aids sometimes. Regarding the second aspect (auditory), 40 percent of the participants responded that they often use auditory activities

in their classroom, and 60 percent of them responded that they use such activities sometimes. When it comes to oral activities, 20 percent of the participants always make use of oral activities, 40 percent of them often use oral activity, and 40 percent of them use oral activities sometimes. Concerning the last aspect 40 percent of the participants always use written activities, and 60 percent of them use written activities sometimes. The information from this paragraph is summarized in the chart below.

Figure 8: How often do teachers use these activities in the class?

15. How often do you use the activities below in your classroom?

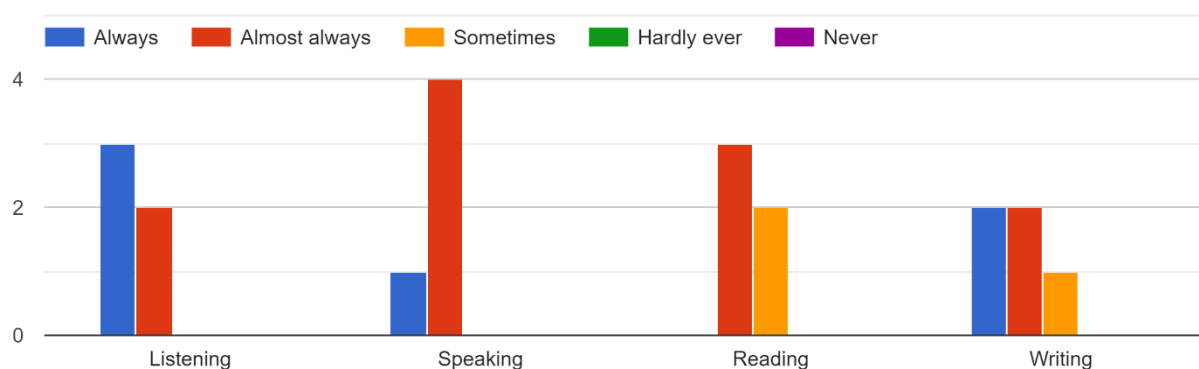


The last question was “**How often do you combine the four macro skills (listening, speaking, reading, and writing) with your teaching practices?**” The objective of this question was to see how often the teachers make use of each language skills and how often they make connections between such skills and the content taught. When it comes to listening, 60 percent of the teachers always use listening in their classrooms, and 40 percent of them often use it. Regarding speaking, 20 percent of the participants always use speaking activities in their classroom, and 80 percent of them often use such activities. Concerning reading, 60 percent of the participants often use reading activities in the class, and 40 percent of them use reading activities sometimes. In terms of writing, 40 percent of the

participants always use writing activity in the class, 40 percent of them use writing activities often and 20 percent of them use such activities sometimes. The chart below summarizes the information in this paragraph.

Figure 9: How often do teachers combine these activities in the class?

16. How often do you combine the four macro skills (listening, speaking, reading, and writing) with your teaching practices?



Findings of the students' interview

The first question was “**Do you like English?** Explain?” All the five participants stated that they like English. The explanations given by the students include the fact that English is interesting, their favorite language and universal. Participant 5 stated that “English is a universal language. That is, you can literally go anywhere if you speak the language. I also like it because of the movies and songs.”

The second question was “**Is English important to you? Why?**” All the participants also agreed that English is important for them. Their responses were that “English can open doors to academic and professional development as well as promote intelligibility.”

The third question was “**What motivates you to learn English?**” The options for these questions were the teacher, the education system, grammar, written tests, all the above, or none of the above. The interviewees were told that they could mention other aspects that were not in the options as well. The answers for this question were varied. Participant 1 said that the teacher motivates him/her, but professional development and job opportunities were also aspects that contribute to such his/her motivation to learn English. Participant 2, 3, and 4 shared the same opinion that of all of those factors can motivate them but “it depends on what approach is used.” However, participant 5 stated the following: “None of those aspects motivate me. I motivate myself.”

The fourth question was “**What demotivates you to learn English?**” The options given for this question was the same as the ones in the third question. Participant one said “This year I have an excellent teacher who is very good at teaching grammar to us, but my previous experiences with the other teachers were not as good. The education system is not motivating because it makes many teachers worry about teaching what is in the curriculum and teachers tend to teach things in a rush. This means that many times students don’t really get the content and many teachers do not demand students to speak English in the class.” Participant 2 told the researcher, “All these factors can demotivate students. Many teachers, for example, are concerned more about teaching what is in the curriculum, but they need to worry about the students too. They need to worry about whether or not the students are learning, and if students are not learning then teachers need to reteach the contents using different approaches instead of ignoring the students’ lack of progress. I believe that this aspect is very crucial and if change takes place future students can learn better. Participant 3 stated that all of the factors mentioned above demotivate him/her.

However, Participants 4 and 5 agreed that none of those factors demotivate them because in way they did learn something.

The fifth question was “**What is your attitude towards learning English through the aspects below?**” Such aspects were visual (short videos, song lyrics, etc.), auditory (i.e.: songs, ted talks etc.), oral (i.e., oral presentations, debates, role-plays), and written (i.e.: implicit grammar instruction, explicit grammar instruction, essays, and stories). Regarding visual aids, the response of 40 percent of the participant was positive whereas 60 percent of them believe that learning through visual aids is highly positive. When it comes to auditory activities, the response of 20 percent of the participants was “positive” while 80 percent of the participants believe that the use of auditory activities in the class is “very positive.” In terms of oral activities, 60 percent of the participants agreed that oral activities are important and 40 percent of them said that oral activities are positive. Concerning the written practice, the responses varied a lot. 20 percent of the participants said that grammar instruction (implicit and/or explicit) is somewhat positive while writing essays or short stories are very positive. 60 percent of the participants opined that the use of all the written aspects (mentioned above) in the classroom are positive. 20 percent of the participants pointed out that essays and short stories are positive but grammar instruction (implicit and/ or explicit) in the classroom is negative because “students are not really learning.”

The sixth question was “**How much do you like English in academic setting? Why?**” 80 percent of the participants said that they like English in the academic setting a lot and 20 percent of them said that they like English in academic setting but not a lot since “there are not a lot of fun activities such as singing and performing role-plays”.

The seventh question was “**How much do you like English in informal setting?**”

All the respondents stated that they love English in informal settings. Some of the reasons for that include being able to learn vocabulary and improve some skills like listening and speaking through songs and movies.

The eighth question was “**How do you learn English in informal setting?**” 80 percent of the respondents mentioned that, in the informal settings, they watch movies and series as well as sing and listen to songs. 20 percent of the respondent said that they do not watch a lot of English movies, but they do watch series and listen to songs in English.

The ninth question was “**Do you feel that written tests match your proficiency level?**” 40 percent of the participants stated that “it depends on the teacher” and 60 percent of them stated that the written tests are relatively simple.

The tenth question was “**Are you usually taught how to write compositions on the various topics?**” 20 percent of the respondents answered that they are usually not taught how to write composition, 80 percent of them said that they have some experience with writing composition in class. Out of 80 percent of the participants who said that they have experience with composition in the class, 50 percent of them added that many students have trouble with vocabulary.

The next question was “**Were you taught how to respond to the reading questions on the written tests?**” 60 percent of the respondents said that their teachers do not prepare them to respond to the reading comprehension questions on the written tests and 40 percent of them stated that they do receive preparation to answer the reading questions. Participant 1 stated that “it is necessary for teachers to teach students how to respond to the reading questions on the tests, and participant 5 mentioned

that “some students copy and paste information from the text because they are not able to answer questions on their own and sometimes their responses are not accurate even if they copy and paste.”

The twelve question was “**How does the education system impact your learning?**” All the participants stated that the teachers impact the students learning a lot so much so that they have the potential to make the most out of the education system and facilitate learning. That said, 60 percent of the participants said that the education system has a negative impact on their learning because “there are too many repetitions and lack of innovation” (participant 4) because “there is too much grammar content, making teachers worry mostly about teaching all the contents instead of focusing on the students’ progress (participant 2) and also because “the contents are hard to get” (participant 3). 40 percent of the participants agreed that the education system can have both positive or negative impacts’ on EFL acquisition depending on the students’ willingness to learn and the teachers’ preparedness and commitment to teach EFL.

The thirteenth question was “**How do EFL teachers impact your learning?**” 20 percent of the participants stated that teachers have a positive impact on their EFL acquisition and 80 percent of them mentioned that “it depends on the teacher.” Participant 2 restated that “some teachers worry too much about teaching the contents that are in the curriculum” and participant 4 said that “some teachers facilitate learning.”

The next question was “**What’s the relationship between teachers and students and how does that relationship impact learning?**” 20 percent of the respondents said that EFL teachers have a good relationship with the students, 20 percent

of them stated that EFL teachers have a bad relationship with the students, 40 percent of them agreed that “it depends on the teachers”, and 20 percent of them said that “it depends on the students”. The respondents also answered that a good relationship between teachers and students can promote students’ motivation to participate in lessons and learn English.

The fifteenth question was “**Does language anxiety impact learning? How?**” All the respondents said that language anxiety impacts their learning negatively because it makes them feel nervous, stutter, and perform inappropriately. 100 percent of the participants said that they may feel language anxiety when they are asked to present a project before an audience and read a text aloud. 40 percent of them also expressed feeling anxiety when they are asked to write a composition or when they are taking a written test. 60 percent of them also mentioned feeling anxiety when doing listening tasks which required them to eventually speak up. Also, 60 percent of the participants said that their low proficiency level in English makes them feel anxiety causing them to also feel nervous and stressed when they are asked to either speak or read aloud. 60 percent of the students stated that written and oral tests make them feel anxiety, while 40 percent of them reported not feeling anxiety while taking tests. However, the participants, who stated that they do not feel anxiety when taking a test, acknowledged that their colleagues do.

In the next question, the researcher asked the participants “**What makes you have language anxiety?**” The options given were shyness, colleagues, teachers, lack of knowledge, and lack of confidence. 80 percent of the participants indicated that all those factors can make them feel anxiety whereas 20 percent of them said that none of those factors makes them feel anxiety.

The seventeenth question was **“Do you experience listening, speaking, reading, and writing activities? How often?”** The answers were pretty different. Participant 1 said: “This year, we never had listening activities in the class, but in the previous years we had at least a few experiences with it. Speaking is something that we rarely have the opportunity to do in class. We tend to not do reading activities often. Concerning writing, we are given grammar exercises, but we do not write compositions a lot.” The response of the second participant was “We do reading and listening activities sometimes. We do not write compositions a lot, but we work on grammar and our teachers asks us to copy sentences from the board too. We do a little bit of speaking activities such as individual and group presentation, but it usually happens twice per semester.” Participant 3 said “Little do we experience listening activities. We write compositions sometimes and we always do grammar activities. Speaking takes place sometimes but reading activities happen a lot in the class.” Participant 4 said “We do reading activities sometimes, we write compositions sometimes, but speaking is not a common activity and much less is listening. Oh, we always do grammar activities, but listening is a practice we never do” The last participant stated, “from 7th to 10th grade we barely had listening activities in the class, but in the 11th and 12th grades there was a little more room for listening skills development, so practice that skill sometimes. We do not do a lot of speaking, nor do we write compositions a lot, but we always do grammar activities like fill in the blanks. We do reading activities sometimes.”

To summarize the information above, 40 percent of the participants hardly ever experience listening activities, 40 percent of the participants experience listening activities sometimes, and the rest (20 percent) never experience listening activities. When

it comes to writing, although all the participants always experience grammar activities in class, 80 percent of the participants hardly ever write composition in class but 20 percent of them write compositions sometimes. Regarding speaking, 80 percent of the participants said that they hardly ever do speaking activities in the class but 20 percent of them do speaking activities in class sometimes. Concerning the reading activities, 60 percent of the participants do have experiences with reading activities sometimes, 20 percent of them do reading activities often and 20 percent of them hardly ever experience such activities in the class.

The next question was “**Would you prefer the four macro skills over grammar?**” 40 percent of the participants recognized the importance of grammar but still preferred the four macro skills over grammar. According to them, teachers could “make use of the four macro skills to teach grammar.” In other words, for them grammar teaching should come out of the teacher’s observation regarding the students’ weaknesses in mechanics. 40 percent of the participants believe that the four macro skills and grammar should be balanced, and 20 percent of the participants preferred grammar over the four macro skills.

The nineteenth question was “**Do you believe you are taught too much grammar?**” 40 percent of the respondents opined that they are taught too much grammar, 40 percent of them believed that the grammar taught in class is not too much and 20 percent of the respondents even stated it would be great to be exposed to more grammar so that more learning could take place.

The next group of questions was “**Do you learn grammar in context? How many days does it for your teacher to teach grammar?**” 60 percent of the participants said that

this year they are learning grammar in context but there was little to no context in their previous academic years and 40 percent of the participants said that they rarely learn grammar in context. All the participants said that they usually are taught grammar within a week which takes between 3 and four lessons. In the follow up question, the respondents were asked if that amount of time to teach grammar topic was enough for them to learn and all of them responded that it is not enough and they “cannot practice essential language domains” because most of their teachers “worry a lot about teaching everything that is in the curriculum.”

The twenty first question was “**Do you think teachers are prepared to teach EFL? Why?**” 20 percent of the participants said that teachers are prepared to teach EFL because “ they interact well with the students and that is the heart of teaching.” 40 percent of the participants believed that teachers are not prepared to teach EFL because they are “ not confident in what they say” and also because “ many times it feels that teachers do not go to classrooms prepared to teach and it feels that they only learned the content when they were teaching it but not before that.” 40 percent of the participant stated that it depends on the teacher because “some teachers do not master the content before going to class, which interferes with teaching and learning.”

The next question was “**Do you think they are committed and motivated to teach EFL? Why?**” 40 percent of the respondents stated that teachers are both committed and motivated to teach EFL because they engage well with the students and try to improve their teaching practices. 40 percent of the respondents agreed that it depends on the teacher because some teachers get along with students and teach well, but other teachers worry mostly about getting paid and they do not care about their students’ progress. 20 percent

of the respondents said that teachers are not committed because they “teach too much grammar and lack pedagogical skills.”

The next question was “**Do you think EFL teachers do research to solve classroom problems such as behavior, lack of learning, and so on?**” 40 percent of the participants mentioned that their perception is that teachers do research because “they try to improve negative aspects in class including disruptive behavior.” 60 percent of the participants believed that teachers do not do research because “they do not really show improvement in their teaching practices, and they should worry much more about the students’ progress than teaching all the contents in the curriculum.”

In the next question, the participants were asked “**Do EFL teachers try to motivate students and promote learning interests? Explain**” 40 percent of the participants said that teachers do not motivate students. Participant 2 stated “Some EFL teachers have told us that they get paid every month and it is not their problem if we do not want to learn. I do not think that this motivates students to learn since that attitude inhibited many students from participating in class.” 40 percent of the participants said that it depends on the teacher because “some teachers teach well but are not good at motivating students” but other teachers “bring games and other fun activities to class which motivate students to learn.” 20 percent of the participants mentioned that EFL teachers do motivate students because “they love their job and their students.”

The next group of questions was “**Do students make an effort to learn? Why? Do students do homework and study at home? Do they ask for help when needed?**” 60 percent of the participants said that it depends on the students because some students make an effort in class, study own their own and do homework, but other students simply do not

feel motivated and, therefore, make no effort. 20 percent of the participants said that most students make an effort to learn and do homework because they ask teachers questions and, sometimes they ask their colleagues to help them. 20 percent of the participants said that most students do not make an effort to learn because they only want to use their native language in class, and this does not allow room to practice English.

The last question was “**What would you recommend that EFL teachers and the education system do to improve teaching, learning, and motivation?**” Participant 1 said that teachers and education system need to invest more on teaching English in a way that promotes learning because students are the future of the country. Participant 2 said that there is a need to increase the amount of time to teach grammar, so it gives students more chance to practice the grammar contents. Participant 3 mentioned that teachers and the education system as a whole should not give up on students who are not motivated, and he/she also stated that students need to learn according to their English level so that learning can take place more effectively. Participants 4 and 5 agree that teachers and education system need to be more creative and offer students room to choose some topics that they want to learn. Participant 5 also added that there is a need to use the new technologies in class, to vary teaching methods to fit the needs of the students, to adapt materials and to promote speaking activities in the class.

Findings of the teachers’ interview

The first question was “**What is your attitude towards teaching EFL? Why?**” All the participants said that they have a positive attitude towards teaching EFL because they love the act of teaching. However, all of them recognized the challenges of EFL teaching in Cape Verde. For example, all the participants mentioned that the high focus on grammar

leads to little room for communicative practices. 20 percent of the participants highlighted that “a lot of grammar aspects taught in class do not match the students’ proficiency level.” Despite the challenges, 40 percent of the participants stated that EFL teachers are doing a good job to help the students learn the content.

The second question was “**What do you most like about your job?** Please select all that apply!” The options given were your students, the act of teaching, the salary, the curriculum or none of the above. 100 percent of the participants selected the first option (the students). 80 percent of the participants also chose the act of teaching as another aspect they love about their job whereas 20 percent of the participants selected salary in addition to the students.

The third question was “**How does the education system impact EFL teaching in Cape Verde? Explain!**” 100 percent of the participants recognized the need to improve the education system in order to fit the needs of the students. Participant 1 said that “our education system is poor, deficient, and not well structured.” Participant 2 explained that “our education system is pretty much based on the Portuguese system where students learn too many grammatical concepts, which many times are far more advanced than their proficiency level. I think we should learn additional languages similar to the way we learned our native language and not simply rely on learning grammar.” Participant 3 mentioned that “there is too much grammar teaching going on and teachers cannot progress professionally if they only teach grammar. Also, students tend to feel demotivated if they are taught mostly grammar since language learning goes beyond grammatical rules. This entails bringing activities to listen, speak, read and write in the target language too.” Participant 4 also shared the same opinion that “there are a lot of

problems with the education system because there are too many grammar topics to be covered.” Yet the same participant also acknowledged that there are some positives aspects of such system because when it comes to statics most students have passing grades. Participant 5 stated that the education system can be good or bad because teachers “don’t have to teach all the topics but the amount of time to teach each topic tends to be limited, which in turn makes it harder for students to practice English effectively through the four domains of language.

The next question was “**In your opinion, how prepared are teachers in Cape Verde to teach EFL in terms of pedagogy?**” All the participants agreed that EFL teachers have a lot to improve when it comes to pedagogy. According to the participants, although there were excellent professors in the undergraduate program, there was little practice during internships to prepare them to deal with the demands of EFL teaching. They also mentioned that there were no ongoing trainings to help them develop professionally once they came into the field. The third reason mentioned was that many teachers do not try hard to improve their teaching practices, nor do they motivate students to practice the language outside the classroom.

The fifth question was “**How committed are EFL teachers in Cape Verde in terms of doing research aiming at solving problems beyond the scope of content?**” 80 percent of the participants stated that EFL teachers do not do research while 20 percent of them believed that EFL teachers do research, but such research does not apply to the students because “it never works.” Participant 4 stated that “there is a need for teachers to do research and solve challenges such as dealing with students with special needs. We talk about inclusion, but teachers do not get any proper trainings for that, neither do they do

research on their own.” Participant 1 mentioned that “teachers notice challenges in their classes and complain about them, but they do not really work on solutions since it requires time and patience, not to mention that the class size is large. Even if research is done, many teachers do not implement the strategies.” This participant also added that “sometimes teachers must share responsibility with one another, but you don’t see that happening. In the coordination meeting, for instance, it is evident to see that many teachers simply improvise their lessons without focusing on the objectives or the students themselves.” On the other hand, teacher 2 said that he/she does research and believes the other teachers do it also since sometimes they share teaching materials which could only be obtained through research.

The sixth question was “**When there are classroom problems such as disruptive behavior, low grades, lack of motivation and so on, what do you do to solve the problem?** Please select all that apply! **What about the other teachers?**” The options given were the following ones: a) I do research, b) I discuss the problem with the students, c) I discuss the problem with the teachers, d) I do research, or e) none of the above. 80 percent of the participants selected option a) I do research. 80 percent of the participants stated that they discuss the problem with the students and the other teachers whereas 20 percent of the participants stated that they discuss the problem with the students’ parents and not with the students themselves or the other teachers. 80 percent of the participants also mentioned that their perception is that it may be more common for teachers to discuss the problem with the students and not the other teachers because they do not usually have time to talk to the other teachers at school. They also mentioned

that they do not meet with the students' parents since parents are not as involved in the students' academic lives as they should be.

The following question was **“How often do EFL teachers do action research?”** The response of 20 percent of the participants was seldom, whereas 20 percent of the participants answered sometimes. 40 percent of the participants stated that they personally do research but are not sure if the other teachers do research. 20 percent of the participants said that teachers can do research to help them teach the content, but they are less likely to do research to solve classroom challenges beyond the scope of teaching content. Participant 2 said that “many teachers do not do research simply because they rely on their teaching experience.” Participant 1 shared the same idea as participant 2 and added that “EFL teachers have an understanding of research but they believe that their experience is enough. I had a teacher come to me and ask me what he was supposed to do and how he was supposed to teach the contents. However, if he/she had done research, things would be quite different.”

The eighth question was **“How would you rate your experience during the teacher trainee process in the following domains? Explain!”** Such domains included time management, teaching effectiveness, and the ability to connect with the students. Concerning time management, 40 percent of the participants said that their experience was somewhat good because they learned a lot of theories but had little experience with practice itself and also because there were too much content to teach. 20 percent of the participants said that they had a great experience with time management because in the undergraduate program they learned to respect time, and they also did warm up and wrap up in classes. 20 percent of the participants said that they had a good experience with time

management because they had some training sections with their supervisors. 20 percent of the participants stated that their time management experience was bad because the teaching time was very limited (50 minutes). When it comes to the teaching effectiveness, 20 percent of the participants said that their experience was somewhat good because the classroom size was large and because both the students and the trainees could have done a better job whereas 80 percent of the participants agreed that their experience was good because “the students progressed.” Regarding the ability to connect with the students, 60 percent of the participants reported having had good connections with the students because the students were obeying their instruction and because there were good interactions with the students. 40 percent of the participants had a very good experience in terms of connecting with the students because there was mutual respect and cooperation in the classroom. Participant 4 added that “I remember that, during my internship, my group and I threw a surprise party for a student who would barely participate in class. That student felt so emotional and even cried. After that day, he became one of the most engaging students in the class, so his teacher thanked us for what we had accomplished.” 100 percent of the participants agreed that, despite the challenges, the theories they learned in their undergraduate studies helped them in their internship experience, but they said that if they had been more exposed to practice the experiences would have been significantly better.

The next question was “**How motivated are EFL students in Cape Verde?**” 20 percent of the respondents said that the students are motivated because they cooperate in class despite the presence of disruptive behavior in class. 40 percent of the respondents said that most students are somewhat motivated because of the amount of grammar they are taught, but those students who have access to the internet, watch English movies and listen

to English songs tend to be more motivated than others. 40 percent of the respondents said that most students are not motivated, especially if they live in the countryside where they have little to no contact with English. They also stated that the problem could be related to the teaching methodology and approach.

The tenth question was “**What makes EFL students motivated?**” The options given were: a) the teacher, b) the education system, c) students’ level of interest towards EFL acquisition, d) the classmates, e) all of the above, or f) none of the above. 40 percent of the participants selected option e (all of the above). 20 percent of the participants selected option a (the teacher). 20 percent of the participants selected option a (the teacher) and option d (the classmates), 20 percent of the participants selected options a (the teacher) and option c (students’ level of interest towards EFL acquisition).

The following question was “**What makes EFL students demotivated?**” 40 percent of the participants selected option e (all the above), 20 percent of the participants selected options a (the teacher), b (the education system), and d (the classmates). 40 percent of the participants selected option a (the teacher).

The twelfth question was “**In your opinion, does language anxiety affect EFL acquisition?**” 100 percent of the respondents answered yes to this question.

The thirteenth question was “**To what extent does language anxiety affect EFL acquisition?**” The response of 60 percent of the participants was strongly whereas 40 percent of the responses were very strongly. 40 percent of the participants stated that language anxiety plays a negative role inside the classroom because it inhibits students from performing well in oral and reading activities, and 60 percent of the participants stated that anxiety reduces students’ overall class participation and commitment in aspects such

as oral, written, auditory, and visual. 80 percent of the participants also agreed that tests (written and oral) cause the feeling of language anxiety, which in turn may make students become less successful at completing a certain task, while 20 percent of the participants do not believe that tests can cause language anxiety.

Then, the researcher asked the participants “**How often do you use the four macro skills (listening, speaking, reading, and writing) with your teaching practices? What is your perception about the other EFL teachers?**” Regarding listening activities, 40 percent of the participants use listening activities sometimes, 20 percent of them use listening almost always, 40 percent of the participants always use listening activities. When it comes to writing, 60 percent of the participants use writing sometimes, 20 percent of them use writing almost always in their classroom, while 20 percent always use writing in their classes. In terms of reading skills, 20 percent of the participants use reading sometimes, 40 percent of them use reading activities almost always, 40 percent of them hardly ever use reading activities in the class. Concerning speaking skills, 20 percent of the participants hardly ever use speaking activities in the classroom, 60 percent of them almost always use speaking, 20 percent of them use speaking activities in the classroom sometimes.

The fifteenth question was “**How often do you use the aspects below in your classroom?**” The aspects were the following: Visual (including song lyrics and other videos or images), auditory (including song lyrics, and ted talks), oral (including debates, oral presentations, and role-plays) and written (including implicit grammar instruction, explicit grammar instruction, essays and short stories and written (including implicit grammar instruction, explicit grammar instruction, essays, and short stories). Regarding

visual aspects, 20 percent of the respondents use visual aspects sometimes, 40 percent of them often use visual aids, and 40 percent of them hardly ever make use of visual aids. Concerning auditory aspects, 40 percent of the respondents use auditory aspects in class sometimes, 60 percent of them hardly ever use auditory aspects. When it comes to oral aspects, 20 percent of the participants always use oral activities, 20 percent of them often make use of such oral aspects, 60 percent of them hardly ever use such oral activities in their teaching practices. In terms of written aspects, 100 percent of the participants said that they always use grammar instruction (most of which is explicit) but 40 percent of the participants said that they have students write paragraphs sometimes, 40 percent of them said that most of the times students simply “fill in the blanks,” and 20 percent of them said that they often have their students write essays.

The following question was “**Do EFL teachers prepare students to do well in compositions in the written tests? How so?**” 60 percent of the participants said they EFL teachers prepare students to write compositions in the written tests, 40 percent of them stated that teachers do not prepare students to write compositions in the tests. Out of the participants who said that teachers prepare students to write composition for the written tests, two participants (40 percent) said that “teachers prepare students for that, but the problem is that the topics do not match the students’ proficiency level” and the other problem is that “many students also do not prepare themselves for the tests.”

A follow up question was “**How about reading comprehension questions?**” 40 percent of the participants said that teachers do not prepare students to answer reading comprehension questions and the repercussion is that many students “simply copy and paste from the text.” Yet, 60 percent of them agreed that teachers prepare students for the

reading comprehension questions. Out of the three participants (60 percent), who agreed that teachers prepare students for reading questions, 2 of them also added that “teachers prepare students, but most students still do not understand the questions and they end up either copying and pasting or writing the wrong information” but they also said that “there are students who do not practice on their own.”

The eighteenth question was “**Do you think students are taught too much grammar?**” 100 percent of the respondents answered yes to this question. Although all the participants agreed that there is a need to teach less grammatical aspects to promote learning, 20 percent of them said that “the education system has improved because now there are English books written in Cape Verde and by Cape Verdeans to teach 6th, 7th, and 8th graders.” However, 80 percent of the participants mentioned other challenges such as lack of resources as well as the fact that many topics are taught within three to four classes which is not enough to have students learn the content effectively and be able to use it communicatively.

The nineteenth question was “**How many days does it usually take to teach each grammar topic? Is that amount of time sufficient?**” 100 percent of the respondents answered that most topics are taught within 3 classes but sometimes 2 classes can be enough depending on the complexity of the topics. Also, 100 percent of the respondents agreed that such amount of time (3 to 4 classes) is not enough to have the students learn and use the target language effectively in real-life situations. 20 percent of the participants also mentioned that a lot of times reviews are not made, which causes students to forget what they have learned and 20 percent of them also mentioned that “most teachers care

more about teaching as many topics in the curriculum as possible and they devote less attention to the students' progress."

The following question was "**Does the grammar content match the students' proficiency level? How does that impact their learning?**" 60 percent of the participants said that the contents taught usually do not match the students' proficiency level, 20 percent of them agreed that the content usually matches the students' level, 20 percent of them, who have a more neutral view, said that "it depends" because some topics are too advanced, and some are too easy for the students. The participants who believed that content is rather advanced for the students' proficiency level argued that "students feel demotivated, have limited opportunities for reviews and practice." The participants who said that the content matches the students' level argued that "despite the fact that the content is not advanced for them, students are learning too much grammar without the necessary context."

The twenty first question was "**Do EFL teachers explain the objective of each lesson?**" 60 percent of the respondents answered that it is seldom for teachers to explain the objectives of the lesson to the students, 40 percent of them mentioned that teachers do explain the objectives of the lesson. Nevertheless, all the participants recognized the importance of explaining the lesson objectives to the students.

The following question was "**What's the relationship between teachers and students? How does that relationship impact learning?**" 100 percent of the respondents said that EFL teachers have a good relationship with the students, and they agreed that such positive relationship promotes both learning and teaching effectiveness.

The last question was "**What would you recommend that teachers and the education system do to improve teaching, learning, and motivation?**" Participant

1 said that “the curriculum must be restructured, and the teachers should do action research more often to allow students to practice the target language in and out of the class.” Participant 2 made the following recommendations: “The education system needs to be reformulated in a way that teachers are more independent to teach the content according to the students’ level and needs. This is because only teachers can really know what students need to learn and how they should learn it. Our students and the whole country depend a lot on what we are teaching and how we are teaching it.” Participant 3 recommended that “teachers should do research more often and not focus solely on the teaching of grammar. The education system needs to listen to the teachers’ suggestions and make changes. When we are asked to make suggestions, they never listen to us anyway.” Participant 4 said that “there is a need to provide constant training sections not just for teacher trainees but to the whole teaching community. I do not think that the education system is the problem because other countries also deal with similar content, but teachers need to be able to adapt the curriculum and come up with different teaching methods and approaches. Also, we should not forget that students, too, have to motivate themselves.” The last participant said that “there is a need to have more resources that illustrate the Cape Verdean reality. There is a need to provide trainings for teachers and cooperation with other high schools and colleges.” This participant also agreed with participant 3 that “the education system needs to listen to the teachers’ suggestions and make improvements in the curriculum to best fit the needs of the students” but he/she also agreed with participant 4 that “students have to encourage themselves to learn the target language too.”

CHAPTER V: DISCUSSION OF THE FINDINGS

In this section, the researcher will be discussing the findings from the data in line with the research questions through the following themes: the education system, teachers' level of commitment and preparedness, the social and emotional factors affecting language learning.

The Education System: Data from the Students and Teachers' Questionnaires

The findings of the students' questionnaire suggested that the education curriculum both supports and inhibits students' EFL acquisition. Despite acknowledging the fact that the education system can support EFL acquisition, 80 percent of such participants mentioned that the education system is demotivating. Likewise, the findings of the teachers' questionnaire overlapped with the students' questionnaire in that such findings indicated that the education system can both support and inhibit EFL acquisition. The findings of the teachers' questionnaire also implied that the education system is demotivating for students. Interestingly, although both the students and the teachers agreed that the education system can both support and inhibit EFL acquisition, they also agreed that that same education system is demotivating in that there are a lot of topics to be covered, normally in a decontextualized manner. Indeed, as Krashen (1982) argued, students should not be exposed to a lot of grammatical concepts and the content taught to students should be simple and contextualized rather than complex and abstract.

Data from the Students' and Teachers' Interviews

In the students' interview, the responses were different from the questionnaire in that most participants (60 percent) agreed that the education system inhibits rather than

supports EFL learning whereas in the questionnaire the students' responses were a little more neutral. Yet, the students' interviews indicated that teachers also have a role to play in the education system since many of them "worry too much about teaching the content" (participant 4) or "rush to teach the contents" (participant 1). The findings also suggested that students are taught too much grammar content, which leads to limited opportunity to practice the target language in a meaningful way.

Interestingly, the responses of the teachers' interview were also different from their responses in the questionnaire in that 60 percent of the participants agreed that the education system inhibits EFL teaching and learning 100 percent of these participants recognized the need for improvement in the education system.

Teachers' Level of Preparedness and Commitment: Data from the Students' and Teachers' Questionnaire

The findings of the students' questionnaire indicated students are not passionate about learning English in formal setting while they have a slight preference for the learning of the language in an informal setting. The fact that students are not so inclined to learning English in formal settings may be related to different factors including the education system and their teachers' approaches and methodologies. However, the findings also revealed that students believe that their teachers are either prepared (40 percent) or very prepared (60 percent) to teach EFL. These findings may indicate that teachers support EFL acquisition. In addition, 80 percent of the students stated that their teachers are committed to teach EFL. Hence, the findings suggested that the students agree that their teachers support them in terms of EFL acquisition. However, such findings contradict the students' claims in the previous question since they had argued that "there is too

much grammar content, making teachers worry mostly about teaching all the content instead of focusing on the students' progress" (participant 4) and "the content is hard to get" (participant 2). The point made by participant 2 may not be directly linked to the teachers' pedagogical skills since one would need to consider the students' own aptitude for learning the language, but at the same time the pedagogical skills should not be disregarded. Another important finding is that the students believe that a good relationship between the teacher and the student is fundamental to EFL learning. However, the students also noted that an effective relationship between teachers and students depends on both parties. The students also stated that they have little experience with speaking and listening activities. In terms of writing, they always do grammar exercises, but they do not write essays or even paragraphs often. It has also been found that students do more reading activities than writing activities beyond the scope of grammar. The findings also revealed that most students (60 percent) do not believe they are taught too much grammar. However, this contradicts students' claims that "teachers worry too much about teaching all the contents" as well as their claim that they 3 to 4 classes of grammar teaching/learning is not enough for them to practice the target language in a meaningful way. The findings also suggested that most teachers are still teaching EFL traditionally since most of them do not take advantages of technology to use visual aids or implement the four macro skills more often in their teaching practices. This is in line with the findings in a research made by Uysal and Bardakci (2014).

The findings of the teachers' questionnaire indicated that most teachers are prepared to teach EFL. While these teachers (who were interviewed) expressed a commitment to doing research, they implied that most teachers do not do research to solve

classroom challenges. The findings also indicated the need to do action research more often since only 20 percent of the respondents do it often. The findings also indicated that most teachers discuss classroom problems with the students and their colleagues. This indicates that teachers are concerned about their students' progress (or lack thereof), but there is a need to conduct more research to help cope with the diverse classroom challenges.

The teachers also had the opportunity to talk about their undergraduate experience, especially during the internship, in terms of time management, teaching effectiveness, and the ability to connect with the students. The findings suggested that most teachers had a good experience with time management, teaching effectiveness and the ability to connect with the students.

Data from the students' and teachers' interview

The responses of the students' interview indicated that EFL teachers can impact students' EFL acquisition both in a positive and in a negative way since teaching effectiveness depends on a number of factors including the teachers themselves, the teachers' ability to connect with the students, as well as the teaching approaches and methodologies. Also, the findings indicated that most teachers have a positive relationship with the students. This is reflected in the teachers' perception in the interview as well. Student interview findings, unlike the questionnaire findings, revealed that the students' perception is that most teachers are not prepared to teach EFL because they lack both linguistic and pedagogical skills. Such difference in perception is related to the fact that when students were responding to questions in the questionnaire, they made reference uniquely to their current teachers, but during the interviews they mentioned that

their experience with previous teachers were not positive. The findings also indicated that the students' perception is that some teachers are committed to teach EFL, but others are not.

Although in the questionnaire teachers indicated that their internship experience was good, in the interview they revealed that there was in fact little pedagogical trainings during their internships as well as ongoing professional development. This suggests the need to strengthen pedagogical practices of the teacher trainees during their undergraduate studies, and it also suggests the need to promote ongoing pedagogical trainings. Findings also revealed that students and teachers have a different perception when it comes to the teachers' commitment and preparedness level. This is because the findings of the teachers' interview indicated that many teachers do not try hard enough to improve their teaching practice since many of them simply rely on their experience or prefer to discuss the classroom challenges with the students and their colleagues. Nor do they motivate the students to practice the language outside the classroom. Further, the findings implied that, even though many teachers discuss classroom problems with the students and/or their colleagues, most of them (80 percent) do not do additional research to solve classroom problems, and those who do research claim that such a research "never works." Hence, there is a need for EFL teachers to conduct ongoing research. As participant 4 stated, "We talk about inclusion, but teachers do not get a proper training for that, neither do they do research on their own." Participant 1 stated that "teachers notice challenges in their classes and complain about them, but they do not really work on solutions since it requires time and patience, not to mention that the class size is large. Even if the research is done, many teachers do not apply the solutions." This quote informs this research in such

a way that it demonstrates that some teachers consider that research is time consuming and requires patience. While that same participant believes that “some teachers do not prepare their lessons and simply improvise them”, participant 2 believes that some teachers do research because they “share teaching materials” among themselves. The overall findings revealed that although some teachers, who participated in this study do research, their perception is that most EFL teachers do not engage in research, which suggests that there is a need for ongoing research to help solve classroom challenges.

The socioemotional factors that impact EFL acquisition

In this section, the researcher will explore two social and emotional factors that may impact EFL acquisition. These include motivation and language anxiety.

Motivation: Data from the Students’ and Teachers’ Questionnaires

When it comes to motivation, the findings from the students’ questionnaire revealed that students do not really like English in formal settings, while their interest in learning English is stronger in informal settings. This finding indicates that, although students recognize the importance of English in their lives, they are not really satisfied with the English they are exposed to inside the classroom. Yet, the findings also indicated that most students feel motivated by the teachers since their teachers have a good relationship with them and are concerned about the students’ progress and learning despite not always doing research nor always being prepared to teach and deal with the classroom demands. On the other hand, both study participants indicate that the education system demotivates students to acquire EFL. Despite not always being exposed to listening, speaking, reading, and writing skills (essays/compositions), students have a positive attitude towards such skills as well as the use of visual aids. This finding suggests that students tend to feel motivated by

the implementation of the four domains of language and they perceive visual aids as being a motivating factor in the acquisition of EFL.

The findings of the teachers' questionnaire suggested the students are motivated to learn EFL. Such findings contradict the students' assertion as it relates to EFL in a formal classroom setting. The findings also suggested that different factors (such as teachers, the education system, and the students' level of interest) can either motivate or demotivate students. However, the findings also suggested that the three factors that influence the students' motivation level the most are the teachers, the students themselves as well as their level of interest. Such findings indicate that the education system alone does not motivate or demotivate students, which means that the teaching approaches and methodologies, the relationship between students and teachers, and the students' interest level are perhaps the most vital parts of EFL acquisition.

Data from the students and teachers' interview. The findings of the students' interview indicated that students feel less motivated because they have had little experience in terms of listening, writing beyond the scope of grammar, and speaking activities. They are more exposed to the reading skills, but the findings also suggested the need to use more reading activities as well. The findings also indicated that students prefer the four macro skills to grammar teaching, but they still recognized the importance of learning grammar. The findings also suggested that most students do not believe they are taught too much grammar content, but most of them agreed that they are taught each grammar content in about 3 classes. The findings also indicated that students do not believe that three to four classes are not sufficient to learn grammar effectively and use it communicatively. This suggests the amount of time devoted to the teaching of grammar

can demotivate students since they acknowledge that “they cannot practice the essential language domains” (participant 2) and many teachers “worry a lot about teaching everything that is in the curriculum.” (participant 4). It has also been found that students do not usually learn grammar in context, which can also indicate their preference to learning English in informal rather than formal setting. The findings also indicated that some teachers motivate their students because they care about them. In fact, some participants agreed that teachers can bring games to class, which can motivate learning. However, the findings also suggested that other teachers do not worry about the students’ progress, which in turn demotivates students. Some participants agreed that some teachers worry about their salary and do not care about their students’ learning. Such findings imply that the teaching pedagogy, methodology and approaches can either motivate or demotivate students to acquire EFL. Yet, the findings also suggested that some students make an effort to learn while others do not. Such findings also suggested the need for students to motivate themselves and become invested in their EFL acquisition. This goes in line with the theory of investment by Norton (2013) as well as the theory of intrinsic motivation by Dornyei (1994).

The findings of the teachers’ interviews indicated that most students are either somewhat motivated or not motivated at all to learn EFL. Such findings contradict the teachers’ responses in the questionnaire. The findings also indicated that many factors (such as the teacher, the education system, the students’ level of interest, and the classmates) can motivate or demotivate students. The findings also pointed out that the teachers, the students themselves and their colleagues are the most essential parties that can motivate or demotivate students to acquire EFL. Similarly, the study

by Han, Aybirdi, and Tulgar (2019) concluded that participants felt demotivated because the teachers had low pedagogical skills, the students were mocked by their colleagues, and the education system did not promote learning. The findings also suggested that learning about the objectives of the lesson as well as the benefits of learning the target language can motivate students. Yet, the findings indicated that most teachers (60 percent) do not explain the objectives of the lesson to the students, nor do they explain the importance of learning the target language. Indeed Dorneyi (1990), Ghaith (2003) and Oxford (1996) agreed that a good way to keep students motivated is by telling them that the purpose of studying that target language is primarily to be able to communicate in that language (Bahous, Bacha, & Nabhani, 2011).

Language anxiety

Data from the students' and teachers' questionnaire. The findings of the students' questionnaire indicated that 100 percent of the students believe that language anxiety impacts their EFL acquisition. The findings also suggested that such impact can be strong (as indicated by 20 percent of the participants) or very strong (as suggested by 80 percent of the participants).

The findings of the teachers' questionnaire overlap with the students' questionnaire in that they indicated that language anxiety does impact EFL acquisition. However, the teachers' perception of the extent of such anxiety in terms of EFL acquisition differs from the students' perception. This is because 20 percent of the teachers believed that language anxiety impacts EFL acquisition very strongly, 20 percent of them believed that the impact of language anxiety on EFL acquisition is strong, and 60 percent of them agreed that such impact is somewhat strong. In other words, while in the questionnaire most

students thought that language anxiety impacts their learning very strongly, teachers believed that such impact is not as pronounced. What could have caused such a difference in opinion? The answer to that question could be that, since the classroom size is large, teachers may not be able to assess how anxiety may impact learning. The other possibility could be related to the fact that teachers do not often have the opportunity to assess students' anxiety level since there is little exposure to situations that can reinforce anxiety such as oral performances, reading out loud practice, listening tasks, and so on.

Data from the students' and teachers' interviews. The findings of the students' interview overlap with their own questionnaire in that all the participants agreed that language anxiety impacts their EFL acquisition negatively because it makes them feel nervous, causes them to stutter, and diminishes their performance. The findings also suggested that many factors such as shyness, the colleagues, lack of knowledge, and lack of confidence can cause language anxiety. The participants also mentioned that writing compositions or taking the written tests can also make them feel anxiety. Some of the reasons that make students feel anxiety in such situations could be related to the fact that some teachers do not prepare students to answer to questions in the test beyond the scope of grammar, but it can also be related to the fact that some students do not prepare for tests or do research to help themselves in terms of vocabulary or meaningfulness in their compositions.

The findings of the teachers' interview overlap with their responses in the questionnaire in that 100 percent of the teachers agreed that language anxiety impacts EFL acquisition, but the teachers' opinions in the questionnaire differ from the interview in the sense that in the interview the teachers agreed that language anxiety has either a strong or

a very strong impact on EFL acquisition. In other words, there was a higher recognition of the negative impact of language anxiety on EFL acquisition in the interview than there was in the questionnaire. The findings indicated that written tests can make students feel language anxiety. Such findings overlap with the students' claims in the interviews. Since students do not often take written tests (usually twice per semester) and many of them do not get the necessary preparation to do well on the written tests, their level of anxiety may indeed be higher. In such cases even if students are able to do certain tasks, they may experience a lower overall performance. The findings also revealed that students feel anxiety when performing oral tasks or reading a text out loud. This could be related to the fact that, since most of the time in the classroom is devoted to grammar teaching, there is little practice on communicative aspects such as vocabulary and pronunciation (including aspects like intonation, stress, reduction, linking, and rhythm). That is, since findings suggested that lack of knowledge and lack of confidence can cause language anxiety, working on vocabulary and pronunciation can boost students' knowledge and confidence, reducing therefore their anxiety level and (consequently) improving their interests in classroom participation as well as the target language.

The overall findings suggested that language anxiety can impact EFL acquisition involuntarily. However, the same findings also indicated that the teachers' pedagogical skills and commitment as well as the students' motivation and commitment can impact EFL acquisition as well. Also of note is that findings suggested that the education system should go through some changes to, as Moreno (2015) said, "fit the needs of the students", both in terms of grammatical and linguistic knowledge and performance in order to help students cope with language anxiety better. This is because, although the education system

itself may not directly mandate how teachers should teach or what students' roles are, it also does not always suggest topics that match the students' proficiency level. Further, such policies cause many teachers to be overconcerned about teaching **all or almost all** of the topics suggested in the curriculum rather than focus on balancing the four macro skills with grammatical concepts.

Most important highlights of the findings

-The students' findings indicated that, although their current teachers may be prepared and committed to teach EFL, most teachers still need to be more engaged in their pedagogical practices and one of the ways of doing that is to facilitate learning through contextualized scenarios that illustrate real life situations.

-The teachers' data suggested that many EFL teachers are not prepared and committed to teach EFL and many of them prioritize the content from the education system, leading to decontextualized teaching and learning, which in turn diminishes students' interests in acquiring the target language inside the classroom setting.

-The students believe that EFL teachers do research to solve classroom problems, but teachers agree that research is overlooked in EFL teaching context.

-The students and the teachers believe that factors such as the education system, the students themselves and their colleagues, as well as the teachers can motivate or demotivate students to acquire EFL.

-Both the students and the teachers agree that language anxiety has a negative impact on EFL acquisition.

-As the students and teachers noted, language anxiety can be caused by written tests as well as any type of presentation or activity which make the students use the target

language before an audience, specially if there is tension caused by perceived possible mockery by classmates.

CHAPTER VI: CONCLUSION AND RECOMMENDATIONS

Conclusion

Although EFL students and teachers in Cape Verde recognize the importance of the English language, there are many factors that can support or inhibit EFL acquisition. The education system in Cape Verde is mostly based on grammar teaching which demotivates students and offers them limited opportunities to engage in communicative practices beyond the scope of grammar. The teaching practices including pedagogical skills and engagement with ongoing action research also impact EFL acquisition in Cape Verde. While some teachers are very committed and prepared to teach EFL, findings revealed that there is a need to offer more professional development for teacher trainees as well as ongoing trainings for teachers to develop their pedagogical skills. Motivation is a key factor that impacts EFL acquisition in Cape Verde, but many factors such as education system, the teaching practices, the students' motivation and investment as well as harmonious interaction among the students and between the students and the teachers also impact EFL acquisition. Language anxiety usually has a negative impact on EFL acquisition, but (similar to motivation) there are also many factors that cause anxiety such as written tests, oral performances and activities that require the students to use the language inside the classroom. The literature review used in this study as well as the data from the participants of this study indicated that there is not one but rather a group of factors that strongly impact EFL acquisition in Cape Verde, and this includes the education system, the EFL teachers as well as the EFL learners themselves.

Limitations of this study

One of the limitations of this study is the lack of availability of abundant research data specifically about the Cape Verdean context. Another limitation of this study is that Cape Verde has 9 inhabited islands; however, given logistical limitations, it was not possible to interview participants who are either studying or teaching in all islands. This research focuses primarily on the island of Santiago. Also of note is the fact that some studies, utilized in this research and used as a basis from which to infer general EFL teaching and acquisition patterns, were conducted in spaces whose socioeconomic contexts differ markedly from Cape Verde.

Recommendations

To minimize the problems discussed in this study regarding the factors that impact EFL acquisition in Cape Verde, some recommendations are set forth. Future studies should seek to understand how the emotional factors can impact language teaching since this research did not focus on teachers' perspective regarding these aspects. In addition, it is recommended that different methodological approaches be used in future studies to confirm or validate the results of this study. Further, future studies can potentially examine the relationship between the students' English proficiency level and the content taught in classroom as this can impact their level of language anxiety as well as motivation. Further, given variable exposure to English amongst the islands, future studies should seek to do inter islands comparative research.

Additionally, future studies also should consider (depending on the students' English proficiency level) the appropriate amount of time devoted to the teaching of grammar topics since normatively each topic is taught in a limited period of time. Lastly,

the researcher recommends that future studies consider how transfer and proficiency level in Cape Verdean and Portuguese affect EFL acquisition in Cape Verde.

REFERENCES

- Adams, S. & RICHIE, R. (2017). Social Emotional Learning and English Language Learners: A Review of the Literature. *ITJ*, 17 (1), 77-93
- Almeida, David and Rosa, Joao. (2020). Incidences of return migration: International students from Cape Verde. *Journal of Cape Verdean Studies*, 5(1), 54-65
- Amado, Abel Djassi. (2020). Whose independence? Cabo Verdean-Americans and the politics of national independence of Cabo Verde (1972-1976). *Journal of Cape Verdean Studies*, 5(1), 36-53.
- Bahous, R., Bacha, N., & Nabhani, N. (2011). Motivating Students in the EFL Classroom: A Case Study of Perspectives. *Canadian Center of Science and Education*, 4 (3), 33-4
- Bonny, N (2013). *Identity and Language Learning: Extending the Conversation*. (2nd ed.). Multilingual Matters, 2013.
- Borg, S. (2009). English Language Teachers' Conceptions of Research. *Applied Linguistics*, 30(3), 358–388. doi:10.1093/applin/amp007.
- Carreia, A. (1983). *Formacao e Extincao de uma Sociedade Escravocrata*[Creation and Extinction of a Slave Society]. Praia: Instituto Cabo Verdiano do Livro.
- Creswell, J. W., & Creswell, J. D. (2018). *The Use of Theory*. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications
- Correia e Silva, A. (1996). *História de um Sahel Insular* [History of na insular Sahel]. (2nd ed.). Praia: Spleen Edições
- Denzen, N. and Lincoln, Y. (2018). *The sage handbook of qualitative research*. (5th ed.). Sage Publication.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language Classroom. *The Modern Language Journal*, 78, (3), 273-284
- Dos Reis, Mauro S. (2016). *High school performance of Cape Verdean immigrant students in New Bedford: A linguistic perspective* [master's thesis]. Bridgewater State University
- Ellis, R. (2006). Current issues in teaching of grammar: An SLA perspective. *TESOL Quarterly* 40 (1) 83-107

- Ennis, C. D., & Chen, S. (2012). Interviews and focus groups. In K. Armour & D. Macdonald (Eds.), *Research methods in physical education and youth sport* (pp. 217-236). New York: Routledge. <https://www.researchgate.net/publication/259215688> Chapter 16 Interviews and focus groups
- Fairclough, N. (2015). *Language and Power*. New York: Routledge
- Fernandes, A. (2016). The role of emotions in language learning: Exploring the relationship between foreign language speaking anxiety and proficiency. [bachelor's thesis, UNICV]. Retrieved from https://www.academia.edu/30722960/The_Role_of_Emotions_in_Language_Learning_Exploring_the_Relationship_between_Foreign_Language_Speaking_Anxiety_and_Proficiency
- Gee, J. (2012, November 5). Discourse versus discourse. Wiley Online Library. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781405198431.wbeal0332>
- Gomes, M. (2007). Testing Speaking in 2nd and 3rd Cycles at Cape Verdean EFL classrooms. Retrieved from <http://portaldoconhecimento.gov.cv/bitstream/10961/2182/1/MONOGRAFIA.pdf>
- Gottlieb, Alma. (2020). Negotiating Afro-Jewish Identity in the Cabo Verdean Diaspora. *Journal of Cape Verdean Studies*, 5(1), 5-26.
- Halter, M. (1993). *Between Race and Ethnicity: Cape Verdean Immigrants, 1860-1995*. University of Illinois Press
- Han, T., Aybirdi, N., & Tulgar, A. (2019). Factors causing demotivation in EFL learning process and the strategies used by Turkish EFL learners to overcome their demotivation. *Advances in Language and Literary Studies*, 10(2), 56-65
- Hashemi, M. (2021). Language stress and anxiety among the English language learners. *Procedia Social and Behavior Science*, 1811 – 1816
- Ho, P and Binh, N. (2014). The effects of communicative grammar teaching on students' achievement of grammatical knowledge and oral production. *Canadian Center of Science and Education*, 7 (6), 74-86
- Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. *The Reading Matrix*, 11(2), 150-159

- Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The grammar book: Form, meaning, and use for English language teachers*. Boston, Cengage Learning.
- Lobban, R. (1995) Cape Verde: Crioulo Colony to Independent Nation. Westview Press
- Martins, J. G. (2008). *Motivating Students to Learn English: Intrinsic and Extrinsic Strategies to Meet the Needs of First Time Learners*. [Bachelor's thesis].
- Martins, J. G. (2018). Cross-linguistic influence in multilingual contexts: The processing and acquisition of L3 English datives by Cape Verdean-Portuguese bilinguals. [Doctoral dissertation, Federal University of Santa Catarina]. Retrieved from <https://pdfs.semanticscholar.org/1232/7e46d7212b5578e2af2c11fe8317912ea56a.pdf>
- Martins, M. (2013). Adapting the 12th Grade Cape Verdean English Syllabus to develop the Speaking Skill. FCSH Universidade de Lisboa. [University of Lisbon]. Retrieved from <https://core.ac.uk/download/pdf/157626983.pdf>
- Märzhäuser, C. (2019). Txeka kel muv – Panorama do contato linguístico cabo-verdiano- inglês e integração dos anglicismos no cabo-verdiano [See that move- Panorama of the Cape Verdean- English linguistic contact and integration of anglicism in the Cape Verdean language]. *Journal of Ibero-Romance Creoles*, 9(1), 194-224
- Monteiro, J. (2015). Teaching Pronunciation Communicatively to Cape Verdean English Language Learners: Sao Vicente Variety. College of Graduate Studies. <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=1018&context=theses>
- Moreno, S. (2015). Differentiated instruction: Strategies for English language learners' listening comprehension development. [Master's thesis, BSU].
- Oquendo, Melissa (2014). The Sociolinguistic Situation and National Identity of Cape Verde. *Undergraduate Review*, 10, 116-119.
- Ortega, L. (2013). *Understanding second language acquisition*. Routledge.
- Piazza, Marco. (2020). The Cape Verde Jews: An Identity Puzzle. *Journal of Cape Verdean Studies*, 5(1), 27-35
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon
- Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research*, 8(1), 65-91, DOI: 10.1080/09650790000200112

- Raouf, C. (2015). The Role of Social-emotional skills among kindergarteners in Foreign Language Learning. Majalet jamieat altanmia albasharia [*Journal of University of Human Development*]. 2, 475-483
- Rosa, J. (2010). Discursos linguísticos e realidades nas salas de aula: Vencendo a luta pelo controle [Language discourses and classroom realities: Winning the battle for control]. University of Cape Verde Press
- Sadiq, J. (2017). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabi. *Canadian Center of Science and Education*, 10(7), 1-7
- Samson, J and Collins, B. (2012). Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher's effectiveness. Center for American Progress. <https://files.eric.ed.gov/fulltext/ED535608.pdf>
- Uysal, H and Bardakci, M (2014). Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms? *South African Journal of Education*, 34(1) 1-16
- Varela, F. (2021). Cape Verdean Student's Perceptions of their English Language Preparation for Higher Education in the US. [Unpublished master's thesis].
- Veiga, M. (2015). Cabo Verde: da Diglossia à Construção do Bilinguismo [Cabo Verde: from diglossia to building bilingualism]. *Papia*, 259(2), 177-187. <http://docplayer.com.br/44037166-Cabo-verde-da-diglossia-a-construcao-do-bilinguismo.html>