

EFFECTIVE CLASSROOM TEACHING AND PRACTICES: AN IN-SERVICE TRAINING MODEL FOR CAPE VERDEAN EFL TEACHERS

Donzilia Martins Soares Oguttu

**Tese de Doutoramento em Didática das Línguas – Multilinguismo e
Educação para a Cidadania Global
Especialidade em Ensino do Inglês como Língua Segunda/Língua
Estrangeira**

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Thesis submitted in fulfilment of the requirements for the Doctor of Philosophy degree in Language Teaching-Multilingualism and Education for a Global Citizenship, supervised by Professor Carlos Ceia.

*To the two most important women in my life:
My mother Isabel and my daughter Maya*

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"Tell me I can't, and I will show you that I can." (unknown)

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“Tell me I can’t, and I will show you that I can.” (unknown)

EFFECTIVE CLASSROOM TEACHING AND PRACTICES: AN IN-SERVICE TRAINING MODEL FOR CAPE VERDEAN EFL TEACHERS

DONZILIA MARTINS SOARES OGUTTU

[RESUMO]

A presente investigação centrou-se no estudo da formação contínua de professores de inglês como língua estrangeira (EFL) em Cabo Verde, visando resolver um problema observado, a falta de uma formação contínua sistemática e eficaz de professores de EFL que se traduza em melhores práticas na sala de aula. Isto é crucial para ajudar os professores em exercício a superar desafios específicos, incluindo os trazidos pela globalização e pelas novas tendências tecnológicas. Os objectivos específicos incluem compreender as necessidades específicas de formação contínua, incluindo a perspetiva e atitudes dos professores em relação à mesma, identificar conteúdos específicos a serem incluídos num programa de formação contínua para professores de EFL em Cabo Verde, e conceber um modelo de formação contínua que proporcione uma formação sistemática e eficaz que se traduza em melhores práticas na sala de aula. Subsequentemente, o objectivo é melhorar a aprendizagem dos alunos. Foram escolhidos métodos mistos que foram aplicados através de uma adaptação do *explanatory sequential design* (Creswell e Creswell, 2018), com duas fases de recolha de dados. Durante a primeira fase, foram recolhidos dados mistos através de um inquérito aplicado aos professores a nível nacional para reforçar uma abordagem *bottom-up* na avaliação das necessidades, para recolher informação demográfica e para compreender as atitudes dos professores em relação à formação contínua. Durante a segunda fase, foi desenvolvido um modelo de formação contínua, onde as sessões de formação foram combinadas com *coaching* para promover melhores práticas e subsequentemente melhorar a aprendizagem dos alunos. Os dados analisados mostraram que há uma necessidade de disponibilizar oportunidades de formação contínua aos professores de inglês em Cabo Verde,

que seja regular e eficiente. Ainda, os professores participantes demonstraram acreditar na importância da formação contínua, embora com o cruzamento de dados foi possível ver que não demonstraram estar tão abertos a participar em formação contínua como acreditam estar. Ainda, os dados do modelo *training-coaching* demonstrou que há uma maior probabilidade dos professores implementarem práticas novas quando acompanhados por um *coach*, do que quando assistem apenas às sessões de formação. Ainda, o estudo afirmou, conforme outros estudos já feitos, que o *coaching* só é eficiente quando implementado utilizando todas as componentes de forma eficiente.

PALAVRAS-CHAVE: formação contínua de professores, ensino EFL em Cabo Verde, *coaching*

[ABSTRACT]

The present research focused on the study of in-service training for teachers of English as a foreign language (EFL) in Cape Verde, aiming to resolve an issue observed, the lack of systematic and effective in-service EFL teacher training that translates into best practices in the classroom. This is crucial for helping practicing teachers overcome specific challenges, including those brought about by globalization and new technology trends. The specific goals were to understand the specific needs for in-service training, including teachers' perspective and attitudes towards it, to identify specific content that should be included in an EFL in-service training program for Cape Verdean EFL teachers, and to design an in-service training model that provides systematic and effective training that translates into better practices in the classroom. Subsequently, the aim is to improve student learning. Mixed methods were chosen and have been applied through an adaptation of the *explanatory sequential design* (Creswell & Creswell, 2018), with two phases of data collection. During phase one, mixed data was collected through a teacher survey applied to teachers at the national level to reinforce a bottom-up approach in needs assessment, to collect demographic information and to understand teachers' attitudes towards in-service training. During phase two an in-service training model was developed and implemented, with training sessions paired with coaching to promote improved practices and subsequently improved student learning. The data analysed showed that there is a need for regular in-service training opportunities for EFL teachers in Cape Verde. Furthermore, participating teachers demonstrated belief in the importance of in-service training, although with data cross-referencing it was possible to see that they were not as open to participating in in-service training as they believed to be. In addition, the data from the training-coaching model implemented showed that teachers are more likely to implement new practices when supported by a coach, than when participating in training sessions only. Thus, in line with other studies conducted in the field, the study confirmed that coaching is only effective when it is implemented using all the recommended components effectively.

KEYWORDS: in-service teacher training, Cape Verdean EFL teaching, coaching

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LIST OF ABBREVIATIONS

ALUPEC	<i>Alfabeto Unificado para a Escrita do Caboverdiano</i>
AR	Action Research
BRAZ-TESOL	Brazilian Teachers of English to Speakers of Other Languages Association
BrELT	Brazil English Language Teachers
CDP	Continuing Professional Development
CFG	Critical Friends Group
CLT	Communicative Language Teaching
CM	Classroom Management
CVC	Cape Verdean Language
DGE	Directorate-General of Education in Portugal
DGPOG	Directorate-General for Educational Management and Curriculum Development in Cape Verde
DNE	National Directorate of Education in Cape Verde
EFL	English as a Foreign Language
ELT	English Language Teaching
EPOSTL	European Portfolio for Student Teachers of Language
ESL	English as a Second Language
ESS	European Social Survey
FL	Foreign Language
IC	Intercultural Competence
ICT	Information, Communication and Technology
IST	In-Service Training
L1	First Language
LAL	Language Assessment Literacy

LBSE	Basic Law of the Educational System
LMS	Learning Management System
LP	Portuguese Language
MOOC	Massive Open Online Course
MT	Mother Tongue
NCSI	National Centre for Systemic Improvement in the United States
OER	Open Educational Resources
PBL	Project-Based Learning
PD	Professional Development
PNFCP	National Plan for In-Service Teacher Training
PNFP	National Plan for Teacher Training
PRE-K	Pre-Kindergarten
SIDS	Small Island Developing State
SL	Second Language
SPED	Special Education
STEM	Science, Technology, Engineering, and Mathematics
TALLIS	Teaching and Learning International Survey
TBLT	Task-Based Language Teaching
TESOL	Teaching English to Speakers of Other Languages

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CHAPTER I – INTRODUCTION

Teaching is a profession that demands an open mind and understanding that effective teachers are in a permanent learning journey. In the words of Paulo Freire (2000), “to teach is part of the very fabric of learning.” (p. 31). Although the meaning of this quote is open to interpretation, we believe it captures the essence of teaching perfectly in the sense that, to perform at their best, teachers need to be open and willing to accept that they must be constantly learning and adapting to the changing reality of the world. As the world changes with different technology trends and increasing interaction between people from different areas caused by globalization, there is a direct influence in the classroom. In this “globalized space in which today's teachers operate...they have no choice to do otherwise than to look, know, think, understand and teach beyond the boundaries of the(ir) local” (Goodwin, 2020, p. 16). Consequently, teachers are faced with the challenge of constantly having to acquire skills that will allow them to step outside of their “local” trying to keep up with the world as it evolves and affects the personal and professional aspects of their own lives, as well as every aspect of their students’ lives.

Therefore, the topic for this research is based on the understanding that practicing teachers need to upgrade their knowledge and skills as they navigate their experiences in the classroom. Although earning a teaching degree is the starting point of one's teaching career, it only represents the beginning of a teacher’s learning journey. Both Freire’s and Goodwin’s quotes above fully support the claim that teaching is a constant learning journey. Though teachers are responsible for guiding their students into their learning journey, they must also continue their learning process to be successful at helping students learn.

On this account, we are specifically motivated to focus on in-service training for teachers of English as a foreign language (EFL) as the central topic to be explored in this paper. In the context of foreign language teaching, there is, undoubtedly, a need for a teacher’s mindset that supports growth beyond what is learnt during pre-service teacher training, as well as adequate support from governing bodies so that teachers have access to high-quality in-service training.

In-service teacher training (IST) is “defined as any learning opportunity for practicing teachers.” (Koellner & Greenblatt, 2018, p.1). This means that after becoming a classroom

teacher, in-service teacher training provides teachers with the opportunity to evolve and develop skills to help them succeed at their job (Saleem & Zamir, 2016), and guide the process of student learning. Hence, the present research focuses on in-service training for EFL public school teachers in Cape Verde. Considering the evolution of new technologies, the new challenges brought by a global pandemic, and the need to provide teachers with consistent support, this project set out to identify and study resources to support the implementation of a training model that could provide efficient and systematic IST to Cape Verdean EFL teachers, that would translate into best classroom practices and support student learning.

1.1 Problem Statement and Research Justification

Over the years, the role of the teacher has switched. In ancient times, teachers worked with a few privileged citizens to produce intellectuals. In modern times however, they are expected to prepare all students with skills (Darling-Hammond, 2006) to face a globalized world. The importance of in-service teacher training is supported by the need for teachers to be prepared to face challenges in the classroom, including a more diverse population of students, as well as a changing world with merging cultures and different technological trends. Therefore, curriculum development and implementation are not only important in the traditional education settings (pre-school through higher education) but also for in-service teacher training. Systematic and effective training is needed for practicing teachers, and this can be achieved with a curriculum that is specific and targeted to their needs.

Even though there have been efforts to provide workshops and other training opportunities to EFL teachers in Cape Verde, there is a need for regular training tailored to teachers' specific contexts and work environments, as well as specific to the EFL field. In the field of EFL, challenges include lack of resources and insularity. The population of Cape Verde is spread among 9 islands, which means that teachers as well, are spread among 9 islands. In many cases, teachers are placed in remote locations that are many times isolated and far from city centres. In addition to this challenge, Cape Verdean EFL teachers often also face the reality of having to develop their own teaching materials with very limited resources to do so.

Based on the above, the problem that justifies the need for the proposed research is clear: the need for high-quality systematic training that ensures that the competences, skills, and knowledge teachers develop and recycle during in-service training translate into best practices in the classroom. The process of teaching is dynamic, and even though pre-service

training provides all the theoretical background needed for one to become a teacher, in-service training is crucial in providing teachers with the tools they need to face the actual and current challenges in their classrooms and develop the practical skills they need to be successful instructors (Önalan & Gürsoy, 2020). In the context of foreign language teaching, it is no different; teacher education should focus on pre- and in-service training as two key components in the process of preparing teachers for success. This is especially important in a context where teachers are learning a foreign language that they then need to teach to their students. Thus, EFL teachers need to continually explore new ways to provide quality learning experiences and develop skills to face the real and specific classroom challenges, and in-service training can be, when implemented successfully and systematically, a channel to achieve those skills.

When we set out to research in-service training in Cape Verde, there was not an in-service training framework for EFL teachers in Cape Verde. This verification was also acknowledged by the National Directorate of Education (DNE), and the Directorate for Educational Management and Curriculum Development (DGPOG), during preliminary meetings. However, the Ministry of Education has since then developed a National Plan for Teacher Training (PNFP) that provides guidelines not only for pre-service training, but also for in-service training. Up to this moment, in-service training is received usually at the beginning of each school year, and when curriculum is updated and revised, or as in the case of grades 5 through 7 teachers for example, recent training was provided that focused on how to use the new school textbook. However, systematic in-service training to provide support tailored to their needs is still needed.

According to Sousa R. (DNE) and Silva R. (DGPOG), the last curricular revision of grades 11 and 12 of the English curricula was made in 1990 (Personal communication, September 9, 2020). As a result, 11 and 12 grade teachers have not received official training on working with those age groups in over 10 years. Unofficial training in the form of occasional workshops and seminars organized by university professors have taken place, however, no records were found of an implemented program that provides systematic training to teachers on the different issues related. As we set out to explore the PNFP and how its implementation will support in-service training for EFL teachers in Cape Verde, this study focuses on how to ensure

that in-service training will support teachers' best practices in the classroom, and subsequently better learning experiences for students.

The need for this proposed research is also justified by the need to ensure that teachers across the country have access to in-service training. Cape Verde is an insular country, with 9 inhabited islands. This poses a challenge to teachers that are in remote locations, as travelling to attend training in a different island can be expensive and impractical. This study set out to solve the problem posed by insularity by researching possible opportunities for teachers to have structured and systematic access to in-service training from anywhere in the country using not only electronic platforms but relying on each other for support. Therefore, the developed research presents the answers to the following questions:

1. What are the needs for EFL teacher in-service training in Cape Verde?
2. What specific content should be included in an in-service training program to foster successful EFL teaching in Cape Verde?
3. What are the attitudes of Cape Verdean EFL teachers towards in-service training?
4. How can an in-service training program translate into better classroom practices and be made accessible to teachers in the different islands of the country?

Research questions are the centre of any research study. They define what the researcher will strive to find during the study. Considering the basis of this study, all data was collected to answer the four questions above. It has been identified that there is a need for ensuring that in-service training offered to EFL teachers is systematic, consistent and translates into best classroom practices and better learning experiences for students. Therefore, question one intended to identify and describe in detail the specific needs for training, considering factors such as teacher's description of their needs, curriculum, and teaching environment. Question two is connected to question one, as we could only determine the specific content to be included in in-service training after examining the specific training needs. Effective in-service training is a necessary element in fostering and improving teachers' instructional skills and methodology (Önalan & Gürsoy, 2020). In this respect, the content addressed in in-service training needs to be systematic and tailored to the specific needs of the teachers. As a follow up to question number one, question two allowed us to explore the specifics of actual training curriculum development, what should be

included and why. Question three allowed for the understanding of behaviour patterns among teachers concerning in-service training, as well as how their views on IST could affect their willingness to participate in training sessions. Finally, question four was concerned with determining what strategies can be used to ensure that the competences, skills, and knowledge that teachers develop during training are put to good use in the classroom to support student learning. This question was also concerned with making training available to EFL teachers across the country. This proves to be a challenge due to the insular nature of Cape Verde, a country with 9 inhabited islands, which hinders access to main cities where training would usually be provided.

1.2 Objectives and Dissertation Structure

The general objective for conducting this research is also clear: to study the best strategies to ensure that in-service training for EFL teachers in Cape Verde is effective. Fundamentally, making EFL learning a positive and effective experience for Cape Verdean students at the national level proves to be the ultimate motivating factor. After all, this proves to be the reason why we want to give our contribution to creating successful and effective EFL teaching and learning. The specific objectives are to:

1. Understand the specific needs for EFL in-service training in Cape Verde.
2. Identify specific content that should be included in an EFL in-service training program.
3. Understand EFL teachers' perception and attitudes towards in-service training.
4. Provide a model that translates into improved practices at the classroom level, and that can be implemented across all islands.

A systematic in-service training model for EFL teachers in Cape Verde is needed to support teachers in improving their instructional skills and develop the ability to deal with daily challenges in their classrooms. As stated above, student successful learning is the goal. When conducted effectively, IST can provide EFL teachers with the skills to foster a successful teaching and learning environment for EFL teachers and learners in Cape Verde.

Considering the objectives pointed out above, the remainder of this paper reports on each step taken in the implementation of this study and provides answers to the research questions. In this first chapter, we have focused on contextualizing the topic of the study, giving the reader the opportunity to understand the motivating factors, as well as the

objectives we defined and the significance and importance of researching this topic. Below, we provide an overview of each of the following chapters.

From this point forward, this paper is divided into the following sections: In-Service Training: The Case of Cape Verde (Chapter II), In-Service Training International Framework (Chapter III), Best Practices: Effective In-Service Training Design (Chapter IV), Methodology (Chapter V), The Findings: Data Results and Analysis (Chapter VI), and Conclusion (Chapter VII).

Chapter II explores IST in Cape Verde from general to specific focusing on IST for EFL teachers in Cape Verde. This chapter begins with a discussion on the meaning and importance of in-service training and related concepts before focusing on IST in Cape Verde. It provides an overview of Cape Verde, including a geo-historical contextualization of the country and a discussion of its sociolinguistic situation before describing in-service training related to EFL teaching. It also includes a description of the Cape Verde educational system, as this is crucial in understanding EFL teaching and learning. Chapter III provides an extensive literature review on IST research developed at the international level. Specifically, this chapter provides an overview of IST studies conducted across five continents, which allows for a comprehensive understanding of what has been done in the field. Chapter IV discusses the importance of effective curriculum development and implementation, including a discussion on models centring on coaching as a strategy for ensuring that competences, skills, and knowledge developed during training are used at the classroom level to promote better learning experiences for students.

Chapter V provides an in-depth description of the study implementation, including the research design, study participants, data collection instruments and procedures. Throughout the implementation of this study, adaptations to the methodology section were made. Therefore, Chapter V also refers to the initial methodology plan as well as the need to change and adapt to the plan that was implemented. It is divided into two main sections: phase 1 and phase 2. In phase 1 there is a detailed description of survey design strategies, including all steps taken to ensure a well-designed instrument tailored to collecting specific data. Phase 2 describes the training model design strategies, from how the topics were selected, to the training structure, and procedures used. This chapter also includes a description of the study participants, referencing to the role played by participants in the two main research phases.

Chapter VI focuses on the study findings, providing a comprehensive discussion and analysis of the meaning of the results obtained. As the study was implemented in stages, the data analysis follows the same pattern, presenting the results in two sections: phase 1 and phase 2 research findings. Phase 1 provides an extensive analysis of the survey results while phase 2 describes the development and implementation of the training model.

Finally, Chapter VII presents a summary of the findings and discusses the implications of IST for EFL teachers in Cape Verde. Furthermore, this chapter discusses the limitations of this study and presents suggestions for overcoming such limitations in future studies as well as the final considerations on the challenges and complexities of implementing this study. Chapter VII is followed by the Bibliography, and samples of relevant documentation in the appendices.

CHAPTER II – IN-SERVICE TRAINING: THE CASE OF CAPE VERDE

2.1 Introduction

In-service teacher training includes all “activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence...” (Osamwonyi, 2016, p.83). Also called teacher professional development, it is the “sum total of all formal and informal learning processes and experiences of the teacher.” (Saleem & Zamir, 2016, p. 55). In analysing the definitions provided by the authors above, in-service teacher training is viewed as a resource for teachers that should be well planned, structured, and tailored to meet their specific needs. An in-service training program should be carefully designed to help teachers develop the skills that are necessary and relevant to their context, which will ensure that students’ needs are being met.

In-service teacher training should build on pre-service teacher education, as the latter should consist of programs that prepare future teachers to comprehend all that is connected to the learning process, including society and culture, and diversity in the classroom (Darling-Hammond, 2006). Once pre-service training is concluded, teachers reach the classroom. It is important that they continue to build on their knowledge, and systematically develop the skills that are specific to meeting the needs of the learners. It is crucial that the education system in every setting can provide teachers with opportunities to grow with a globalized world through the development of in-service programs that are tailored to their specific needs, and the needs of their students.

The present chapter has three main objectives. The first one is to provide an overview of the geo-historical location of Cape Verde followed by a discussion of the country’s socio-linguistic situation, as this will allow for a better understanding of the context in which English is taught as a foreign language. The second one focuses on discussing in-service training at the national level as well as a thorough description of the Cape Verdean educational system, more specifically, the evolution of EFL teaching in the country. The last section focuses on IST in Cape Verde, looking at studies that have been conducted related to IST in general, and focusing on EFL IST as well. An in-depth analysis of the National Plan for Teacher Training (PNFP) is also included.

2.2 Country Overview: Cape Verde's Socio-Historic and Linguistic Situation

Cape Verde is a Small Island Developing State (SIDS), comprising five islets and ten islands, nine of which are inhabited. It is located approximately 500 km off the west coast of Africa, as represented in Figure 1. It comprises a land area of 4033 square km, with a population of approximately 500,000 inhabitants. Cape Verdeans are descendants of African slaves and Portuguese colonists, who arrived in the uninhabited islands in the 15th century and remained in charge until the country's independence in 1975 (Shaw, Bannerman, & Lobban, 2021).



Figure 1: Map of the Geographic Location of Cape Verde.

Source: <https://www.britannica.com/place/Cabo-Verde>

Before discussing the teaching and learning of English as a foreign language in Cape Verde, it is imperative to first contextualize the complex linguistic situation of the country. Its official language is Portuguese (LP), and the mother tongue is Cape Verdean Creole (CVC), also referred to as simply *Crioulo* or Cape Verdean Language. CVC, a Portuguese-based creole, is the language of communication among family and friends, in informal contexts, while Portuguese is the language taught in schools and used in formal settings. However, this is not as simple as it may sound, and the complexity of Cape Verde's linguistic situation has

motivated many linguists to closely look at different factors contributing to the linguistic scenario across the islands.

Although Portuguese is present in children's lives through the media, they only start learning it formally around the age of 6, when they start primary education. At this point, they do not have the linguistic skills to communicate in Portuguese, forcing teachers to use the mother tongue to communicate frequently. Throughout primary and secondary education, pupils continue to use LP at school, and CVC everywhere else, enabling the development of bilingualism with diglossia setting (Reis, 2020a). The use of Portuguese in schools may also vary from island to island, from city centres to the countryside. In certain cases, in the countryside teachers would rely more on CVC to communicate with their students, which has contributed to a gap in Portuguese proficiency in students. As they reach higher education, a gap in their proficiency in Portuguese can be observed, and in most cases, can be pinpointed to where in the country those students are originally from. However, and as discussed by Lopes (2016), even with different levels of proficiency in LP, most Cape Verdeans are considered bilinguals as they possess sufficient proficiency in both their CVC variety as well as LP.

Having said that, it is important to note that there are various opinions on what the term *bilingualism* means. Hoffmann (1991) suggests that the term should be considered in two ways: bilingual individuals and bilingual communities. The first considers the individual's proficiency in more than one language, while the latter refers to the community's proficiency in more than one language. On the other hand, we have the term diglossia, which in Greek means "speaking two languages" and was first used in English by linguist Charles Ferguson in 1959. According to various authors, the sociolinguistic context of Cape Verde involves both bilingualism and diglossia, considering the roles and presence of LP and CVC, as well as the power relation between these two languages.

CVC is a Portuguese-based language with a different variety per island. The leeward islands (Sotavento) are located in the south and have similar CVC varieties, while the windward islands (Barlavento), located in the north, have similar CVC varieties (Baptista, 2002). The leeward group include the islands of Maio, Santiago, Fogo and Brava, and the windward group includes São Vicente, Santo Antão, Boavista, Sal, São Nicolau, and Santa Luzia, being the latter the only uninhabited one.

CVC is an oral language, though there is an alphabet called *ALUPEC-Alfabeto Unificado para a Escrita do Caboverdiano*, which allows speakers from different islands to write in their own variety. ALUPEC was instituted by Decree-Law 8/2009, March 16th, and it is an alphabet where each letter corresponds to a single sound, making it possible for everyone across the islands to use it in informal written communication (Lopes, 2016). Formal written communication is done in Portuguese, as this is the official language. Hence, the existence of diglossia in Cape Verde, as both CVC and LP coexist in the country with quite distinct and unequal roles. LP is the language of prestige, used in governmental events, education, television, and radio. It is the language of formal written communication. Even though Cape Verdeans first learn to speak CVC, when they go to school, they learn to write in LP since CVC does not have the status of official language and, it only began being taught at schools in September 2022, starting with grade 10 students.

Although an in-depth discussion on such issues is far beyond the scope of this project, the above paragraphs aimed to provide the reader with background information to help understand the linguistic context in which English is taught and learnt as a foreign language in Cape Verde. When pupils begin to learn English as a foreign language, they are simultaneously learning to write and speak Portuguese as well, though with levels of proficiency in LP that are far greater than their proficiency in English. English takes the place of a third language being learnt, alongside French, and possibly other options to be introduced such as Mandarin and Spanish.

2.3 The Educational System in Cape Verde

As a former Portuguese colony and relatively newly independent country, the education system in Cape Verde has suffered many changes since the country's independence in 1975 (Martins, 2018). For the purpose of this research, this section focuses on the current system implemented, with brief references to previous systems to allow for a better understanding of how public education has evolved in the country, and ultimately the evolution of English taught as a foreign language in Cape Verde.

The educational system in Cape Verde was established in the Basic Law (LBSE) of 1990 and reformed in 2010 and 2017. From 1990 to 2010, it was established that basic or primary

education was mandatory and included six years divided into three cycles of two years each.¹ Secondary education also included six years divided into three cycles of two years each, being that in the third cycle, grades 11 and 12, students had the option of choosing between the technical and general areas (Basic Law, 1990). After the 2010 reform, the following changes were introduced: primary education now includes grades 1 through 8, with now eight years of mandatory primary education instead of six. Secondary education includes now grades 9 through 12, four years total as opposed to the previous six years. Alterations to this reform were implemented in 2017, including the establishment of pre-school as mandatory for pupils aged 4-6, as well as changes in the way that the primary education cycles were organized, being now divided into two cycles of four years each, instead of three cycles.

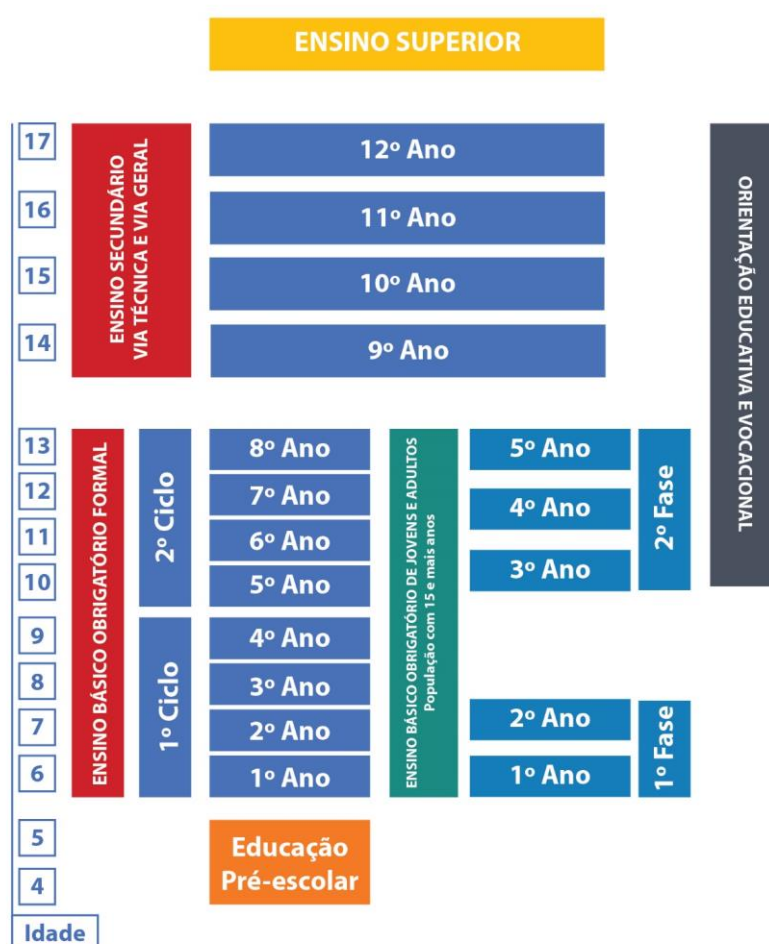


Figure 2: Organization of the Educational System of Cape Verde, 2017.

¹ First cycle included grades 1 and 2, second cycle included grades 3 and 4, and the third and last cycle included grades 5 and 6.

Figure 2 represents the current organization of the educational system in Cape Verde. As represented in the figure, pupils start their educational path at the age of four with pre-school, finish secondary education at the age of eighteen, if they are able to successfully transition each year, and are ready to embark in higher education. For pupils that fall under the age group of six through thirteen, primary and mandatory education is divided into two cycles as mentioned above, being that the first cycle includes grades 1 through 4 and the second cycle grades 5 through 8. The educational system also includes the population at 15 years of age and older in their primary education plan, which in this case includes grades 1 through 5. Primary education for 15-year-olds and adults is divided into two phases, with the first phase including grades 1 and 2, and the second phase including grades 3 through 5.

As illustrated in Figure 2, secondary education starts at the age of 14 with grade 9 and ends at the age of 18 with grade 12. In grade 9 students are first presented with two choices: a general versus a technical area. The general area will also lead to a choice: humanities, arts, socio-economic, and science and technology, leading the path to a higher education degree according to the area of focus they choose. When the technical area is chosen, pupils receive technical training and are prepared to enter the workforce with technical skills straight out of secondary school. As the educational system starts with pre-school at the bottom, it ends with higher education at the top, where pupils could choose a university in the country, or apply to study abroad. Starting at the second cycle of primary education through secondary school pupils receive vocational orientation as they navigate through the choices that they are expected to make at such a young age.

In terms of language exposure, and as discussed in the previous section, pupils speak CVC at home and start their education in LP at approximately the age of 6 when they start primary education. Before the 2017 reform, pupils started learning a foreign language in grade 7 (English or French). If they chose English in grade 7, they would then be introduced to French in grade 9 (and vice-versa), and would continue with both languages until grade 10, before making the transition to the last two years of secondary school. Depending on the chosen area, they would either continue to have English and French (Humanities), or they would have to make a choice between the two languages again (Socio-Economic or Science and Technology). In this scenario, and depending on their choice, pupils could study anywhere between two to six years of a foreign language in secondary school.

In 2017, English and French were introduced starting at grade 5², as mandatory subjects for grades 5 through 12, giving pupils the opportunity to start learning a foreign language earlier in their education, as young as at the age of 10. According to the *Caderno de Orientações*, which provides guidelines for the school year 2021-2022 (Ministry of Education, 2021), certain schools are also offering Mandarin as an option for grade 9 students, still at an experimental phase. The current education system aims to provide pupils with the skills and competences to communicate in foreign languages, prioritizing communicative skills to promote successful interaction with different people and cultures (*Desenho dos Perfis de Escolarização do Ensino Não Superior*, 2022). Thus, English and French are mandatory subjects from grade 5 through grade 12, with Spanish or Mandarin as optional subjects starting in secondary education. Over the course of eight years, English and French are incorporated in the curriculum with a load of two classes of 50 minutes each per week. It is expected that when they finish secondary school, students will have achieved Level B2 -Intermediate as per the European Framework for Language Teaching in both languages. With the 2017 reform, the Ministry of Education embarked on a curricular revision with the goal to establish an educational system oriented towards globalization and world economy, preparing pupils with language, science, and technology skills to integrate a changing society (*Planos de Estudo*, 2021). In what concerns foreign languages, the new revised curricula for grades 5 through 9 have been implemented, with curricula for grades 10 through 12 still being revised. The curricular revision involves a thorough review of the student profile and study plan guidelines designed by the Ministry of Education, the development of a curriculum for each year of education, as well as the design of a manual to support teachers in the implementation of the new curriculum.

One of the major challenges in foreign language learning is the lack of practice and lack of exposure to the language of choice. Even though changes in the system play an important role in how well our students are learning, it is also important to ensure that changes occur at the classroom level. Apart from establishing a new educational system with new curricula, it is also crucial for teachers to be trained on how to implement these changes, as well as on best practices for language teaching in the 21st century. In the section that

² Before the 2017 reform, pupils only started studying English or French, according to their language of choice, at approximately the age of 12, at the beginning of grade 7.

follows we discuss in-service training in Cape Verde, and what reforms have been made by the Ministry of Education in terms of in-service training for teachers.

2.4 In-Service Training in Cape Verde

An important factor for the development of this research is the understanding of how in-service training has been provided for EFL teachers in Cape Verde, and what is the path for IST in Cape Verde moving forward. Characterizing EFL teacher in-service training in Cape Verde is a challenging task for two main reasons. First, research in in-service training in Cape Verde is limited. Undergraduate research focusing on in-service training has been conducted but published research focusing specifically on EFL teacher in-service training is slim. The second reason is the inconsistency of in-service training in Cape Verde, and the difficulty in finding records that characterize content addressed in the trainings that have taken place. Below, a discussion of the limited research in in-service training in Cape Verde is presented, as well as a thorough discussion of the Ministry of Education's new plan for teacher training, which provides guidelines for both pre-service and in-service training for teachers in the country.

Lopes (2007) and Ribeiro (2006) both developed undergraduate research in professional development of primary school teachers and in professional development of secondary school teachers, respectively. Lopes's research focused on professional development of primary school teachers in the light of career progress, as opposed to professional development based on practical training to be implemented in the classroom. Ribeiro's research focused on the professional development of secondary school teachers in the island of Santiago, diving into legislation that allows for teacher career progression, as well as pre-service training as being one important tool used by teachers to reach career goals. Both studies focused on career progression within the Ministry of Education's progression framework, that allows teachers with a certain number of teaching years and adequate pre-service training to be upgraded on a salary scale. In-service training is not a requirement for career progression, but it is crucial for teachers to be able to continue to utilize the best practices in their classrooms.

Bontempo (2010) has also developed undergraduate research in in-service training, focusing on primary school teachers. In her research, she implemented training in classroom differentiation strategies to a group of primary school teachers in the island of Santiago,

aiming at improving classroom practice through intervention provided in the form of training. In 2013, Vaz conducted research at the graduate level that focused on in-service training needs for Information, Communication and Technology (ICT). Here, a need was observed to research teacher knowledge and use of ICT in the classroom to improve their teaching skills and student learning. Both research projects focused on relevant issues that are key in supporting teachers working with various subject areas. Being able to differentiate instruction in the classroom is an important skill, that requires, however, the knowledge of good practices and strategies. On the other hand, technology's role in education is an ever-growing one. Teacher understanding of technology and ability to implement it in the classroom is crucial in today's world, where a pandemic has revolutionized the way that we teach today, making technology a crucial resource for teaching and learning.

According to Pinto (2010), in-service training is a crucial way to ensure quality teaching and improve the teaching-learning process. In his doctoral research, he focused on IST to help Portuguese language teachers in Cape Verde implement the task-based language teaching approach (TBLT). He found that after receiving his training and implementing the task-based approach in the classroom, teachers were more successful in their teaching as students appeared to be more motivated with this student-centred approach. Furthermore, teachers were able to upgrade their skills, thus becoming more efficient at their job. Similarly, Vieira (2014) concluded in his doctoral thesis that IST bridges the gap between the period where teachers receive pre-service training and when they become practicing teachers. In his study, he looked at possible needs for IST to help teachers better implement guidelines incorporated in the curricular revision for secondary education teachers. Interesting enough, participants in his study reported technical, logistical needs, and administrative needs, more specifically, large classrooms, lack of materials, and difficulties to align their lesson planning with the curricular reform. (p. 311). Both studies highlight the role of in-service training in promoting better teaching practices in the classroom, which in turn, translates into maximized learning.

As mentioned above, research in in-service training in Cape Verde is still slim, with most of the studies pertaining to undergraduate and graduate research in different areas. In addition to the limited existence of EFL teacher training research published, there is also very limited data on what type of in-service teacher training has been implemented. One of the

few examples found through bibliographical research involves a project implemented in Cape Verde and other Lusophone countries, which we describe below.

In 2010/2011, a group of teachers in the islands of Santiago and Sal received in-service training through a project called Edulink. This project was developed through the partnership of higher institution organizations in the Lusophone countries. According to Santos (2011), during the training sessions, teachers worked on skills related to pedagogical supervision, curriculum and learning, education citizenship and development. During the implementation of this project, the selection of participants was based on teachers' background, and those with no previous teacher training were given priority. In the island of Santiago a few more than 20 teachers participated, and in the island of Sal, about 15 teachers participated. The differentiating factor in this training project is that it included the observation of teachers as they tried to implement new skills learnt in training. This is a great way to assess the effectiveness of training because it allows the observer to see in real time if teachers were able to not only grasp the concepts during training, but also to successfully use the new skills in the classroom.

When it pertains specifically to EFL teacher in-service training, we know that workshops have been offered in partnership with the Embassy of the United States of America in Cape Verde. Furthermore, with new curricula for English for grades 5 through 8, English textbooks have been created and EFL teachers working with those grades have received training on how to implement the new curricula using the new textbooks.

One of the reasons that motivated this research was precisely the lack of regulated in-service training for EFL teachers in Cape Verde. Initially, one of the objectives was to develop and propose a framework for in-service training of EFL teachers that could also be implemented across disciplines. However, the Ministry of Education has developed a National Plan for Teacher Training (henceforth PNFP) to be implemented across a period of 10 years, from 2020 through 2030. Having a framework that regulates IST in Cape Verde is a crucial step in promoting IST as an important factor for teacher success and student learning. The paragraphs that follow characterize the PNFP, including a discussion of its projected contribution to IST in Cape Verde, as well as, in line with our research concern, how it provides support for the translation of knowledge and skills into best classroom practices for teachers, and better learning experiences for students.

The PNFP is a plan that proposes to implement a system for teacher training across three areas: pre-service, specialized (as part of in-service training), and in-service training. It provides a thorough discussion of the general needs for training across the three areas and proposes solutions to be implemented across a period of ten years, from 2020 through 2030. According to the PNFP, teacher training in Cape Verde is characterized by many factors: the lack of a strategic plan for the development and qualification of the educational system; the lack of a regulating framework; the non-existence of a professional teacher profile of reference for training and professional development; disparities in teacher profile due to the need to review inadequate pre-service training curricula; non-existence of an in-service training system as well as of a national body of management for IST; inadequate IST practices and absence of regulations and guidelines for operationalization of IST, performance evaluation, and teacher career promotion (PNFP, 2019). After these challenges were identified, the PNFP proposes to overcome them through the following actions to be taken over the course of ten years: the design of a reference profile for professional teachers; implementation of a decree-law for the development of a national system for teacher training, as well as norms and regulations for pedagogical practice supervision; identification of subject areas where there is a need for teacher pre-service and specialized training; the development of a National Plan for In-Service Teacher Training (PNFCP); as well as a provisional budget for the implementation of these actions. The goal for the implementation of these actions is to provide high quality education, “without leaving anyone behind.” (PNFP, 2019).

In-service training is established in the Basic Law of 1990 as a right and duty for pre-school to secondary education teachers. It predicts that IST should provide teachers with the opportunity to deepen and update knowledge and professional competences. However, it does not provide a legal framework for the organization and implementation of IST in Cape Verde (PNFP, p. 38). Hence, an organized IST system is needed to provide teachers with the knowledge and competences to promote school success by responding to specific student needs, expectations, learning profiles, and by learning how to intervene to tackle emerging teaching and learning needs. It is also needed to provide teachers with knowledge and competences to implement new curricular and pedagogical changes with the remodelling of the educational system, and to respond to requests concerning professional development and teacher career progression. Considering all these factors, the PNFCP proposes to promote

equal learning opportunities for all students by prioritizing two important limitations that have been identified: school absenteeism and school dropout. Furthermore, it proposes to focus on new pedagogical practices that contemplate differentiation practices, strategies to monitor student learning and intervene to improve communication, student motivation and conflict management. Even though the PNFCP prioritizes teacher action, to achieve the goal of providing support to all students, it includes other actors in the educational system, including multidisciplinary teams working with inclusive education, school administration and management, and pedagogical supervision (PNFP, p. 39).

Taking a multidisciplinary approach, the PNFP proposes IST focused on the following areas: practices for curriculum management and organization and learning assessment; special needs and other needs for inclusive education; professional ethics and career progression; pedagogical and educational supervision practices, educational technologies, emotional intelligence, and mediation (p. 40).

In general, the training topics proposed in the PNFP range from three to sixty hours of duration depending on the topic and modality. There are six modalities proposed: a) training courses for 5 to 25 participants that can include colloquiums, congresses, symposiums, conferences and similar actions, with a minimum duration of 27 hours and structured into training modules; b) workshops with a minimum duration of 15 hours of contact, including face-to-face and online synchronous meetings, with additional work done over asynchronous hours; c) training circles with a minimum duration of 15 hours of contact where problems are identified adding to autonomous work with the goal of finding solutions for the problems identified during meetings; d) professional internships, not to be mistaken by pre-service curricular teacher training, this in-service training modality is only to be used in situations that justify its implementation, with up to 5 trainees per training and a duration of not more than 100 hours of training alternating between research and action; e) projects lasting a maximum of 50 hours of contact with double as much of autonomous work, with focus on the implementation of action-research by identifying problems and solutions through collaborative work involving the educative community; e) short duration training including seminars, conferences, and colloquiums with the objective of supporting teacher involvement in scientific production (pp. 64-66). By including a b-learning approach to the attendance modes required, the Ministry of Education recognizes the need to ensure that teachers across

the islands can access training through technology tools. However, we still have teachers that live in remote locations with limited access to internet, in which cases there should be a mechanism to ensure face-to-face support, or access to the internet through school facilities.

Specifically, for foreign language (FL) teaching, several training areas were identified by the PNFP as priority training areas. Table 1 below details the objectives for each one of the eleven specific areas, retrieved from the PNFP (p. 47).

Training area	Objectives
Introduction to foreign language teaching through ludic activities;	• Deepen knowledge of learning processes and foreign language acquisition. • Reflect on methodological procedures in teaching a foreign language based on individual experiences. • Reflect on foreign language strategies for the 1st cycle of the Primary Education. • Reflect on content selection and organization. • Select and organize different teaching materials. • Experience learning situations. • Provide opportunities for sharing and exchanging experiences. • Design materials that facilitate teaching/learning;
Foreign language teaching methodology;	• Allow the child's first contact with the FL to be pleasant and communicative. • Raise awareness of recent and acknowledged theories of language learning, with examples of activities on how to put them into practice. • Provide means to use history in an interdisciplinary way, developing the child's cognitive and social abilities, emotional growth and basic motor and fine motor skills. • Provide a variety of concrete ideas/suggestions/models to follow and explore in the use of adaptations of traditional Portuguese and English stories, with emphasis on interdisciplinary activities. • Design strategies for exploring teaching materials. • Encourage the development of a teacher/educator that is also a "storyteller"; Establish assessment criteria.
Teaching the little ones: strategies for the foreign language teacher in the 1st cycle - Language skills development	• Understand the needs and motivations of younger students. • Promote effective and appealing classroom practices. • Encourage a contextualized and meaningful assessment.
FL teaching in the 1st cycle: Classroom approaches	• Motivate trainees to fully read teaching programs. • Become aware of the different approaches included in the teaching programs.

	• Learn curriculum development practices. • Approach the teaching programs in a balanced management perspective and consistent with the needs of the students; Enable negotiation.
Foreign language teaching	• Update knowledge of elements in areas related to FL teaching methodologies; Reflect on teaching practice. • Discuss changes that emphasize the development of competences and metacognitive strategies; Develop interest for action-research. • Design teaching materials that can be used by teachers in their teaching practices.
Reading and writing in a foreign language class	• Recognize the importance of reading and writing in secondary education. • Link reading and writing with the new teaching programs and the Common European Framework of Reference. • Become aware of the importance of the text and the diversity of reading and writing typologies. • Develop strategies within these two skills, evaluate processes and products/results.
The development of oral skills in the foreign language class	• Analyse the skills of Listening and speaking within the framework of foreign language programs. • Analyse the concept of communicative competence in the classroom. • Reflect on the importance of motivation and affective aspects in foreign language learning. • Reflect on the pedagogical practices leading to the learning of oral skills; Analyse strategies for receiving and producing oral texts. • Prepare materials and activities suitable for the development of oral skills in the classroom; Create instruments for assessing oral skills.
The foreign language in technical education/professional training/vocational education	• Encourage foreign language teachers in vocational schools to become aware of the specificities of foreign language teaching/learning in the modular structure. • Develop and share practical methodologies and activities, adequate to the specificities of foreign language teaching/learning in the modular structure. • Encourage the use of different formative assessment strategies, which help regulate the teaching/learning process in a continuous and systematic way, actively involving students in the same process and leading them to a progressive autonomy in learning.
Networking – Material design for networking	• Encourage the use of information and communication technologies in educational innovation. • Develop skills, in the field of personal and pedagogical performance of teachers, in the use of hypermedia materials as a work tool.

	• Use telematic services to implement educational projects in schools, including those related to communication and access to information. • Develop skills in the production of hypermedia training resources. • Promote the use of tools for the design of educational resources with HTML programming. • Implement strategies to promote collaborative networking.
Develop interactive materials in foreign language for the Web;	• Allow trainees to: • Know how to use a web page builder. • Develop interactive materials adequate to the levels of education taught by the different trainees. • Know how to make the materials developed available on the Internet.
Use of ICTs in the development of foreign language skills;	• Understand the foreign language learner needs created the new surrounding reality. • Reflect on the requirements in a mobility context. • Develop the concept of communicative competence for languages. • Analyse the potential of ICTs in the development of general and specific foreign language skills, particularly regarding e-mail, Internet, PowerPoint, and educational software. • Reflect on the role of the student in a learning context in which ICTs are used. • Understand the role of the FL teacher in teaching situations using ICTs.

Table 1: Training Areas Identified as a Priority for Foreign Language Teachers. PNFP, 2019

An important area of need identified is the training of teachers on how to teach foreign language to young learners, which would include students in the 1st cycle of primary education, according to the PNFP. This suggests the possibility that foreign languages may begin to be taught starting in the 1st cycle, considering they are only currently being taught starting at grade 5, which is in the 2nd cycle of primary education. Even though the target population for this training includes foreign language teachers at all levels, we question the reason why grades 5 and 6 are not also included in the strategies for teaching young learners, as the grades include 10- and 11-year-olds that are learning a foreign language for the first time through the educational system. It is important to note that pre-service training of foreign language teachers in Cape Verde has not yet been adapted to the changes that have occurred in the educational system considering the teaching of foreign languages starting in

grade 5. Before the 2017 reform, students started learning English at grade 7; therefore pre-service training programs focus on teaching English to high schoolers, considering that they start at age 12 and that high school included, at that time, grades 7 through 12. Along with a reform of pre-service training programs to include language teaching strategies to young learners, we see the need to include grades 5 and 6 in the groups that need to receive instruction that is different from what high schoolers receive.

The grounds on which we base our argument that our foreign language learners from grades 1 to 6 should be taught differently from learners in grades 8 through 11 are backed up by research conducted in the field of second and foreign language acquisition and young learners. To begin with, the term young learner has been discussed by several language learning researchers, and there are different views regarding the age range where a child is considered a young learner. In general, young learners include children from 2 to 12 years of age (Pinter, 2012), or between 3 and 15 years of age (Nunan, 2011). Though the views on the starting and ending ages may differ, the age range in which we teach or consider starting teaching foreign languages in Cape Verde that would fall under the young learner bracket includes ages 6 to 11, translated into grades 1 through 6. Research has shown that young learners have different characteristics from older learners; therefore, teachers must be properly trained not only to provide instruction, but also to provide care as well when working with young learners (Pinter, 2012).

Pursuant to the fact that both pre- and in-service training need to be adjusted accordingly to prepare foreign language teachers to work with young learners, we capitalize on the need to include training on working with grades 5 and 6 as young learners in the PNFP. Children show different emotional, mental, and social characteristics at different ages, and therefore foreign language teachers must be aware that the best teaching practices for high schoolers differ from the best teaching practices for young learners. With in-service training tailored to raise awareness of these different characteristics, as well as inform on the best practices to work with young learners, grade 5 and 6 teachers will be better prepared to support students in their language learning process.

Additionally, and while analysing the proposed training areas, we were able to identify the need for focus on intercultural competence as a neglected area of training. Even though training areas include focus on interpersonal skills, there is no explicit focus on intercultural

competence which is needed at an interdisciplinary scope, which is particularly important in foreign language teaching. Globalization has made it possible for cultures to merge and for people from different cultural backgrounds to come together. This makes it crucial for teachers to be prepared to deal with learners from different backgrounds. With growing interaction between people from different cultures, societies are changing, and education needs as well. It becomes crucial for teachers to receive consistent in-service training that allows them to develop the skills, knowledge, and attitudes needed while teaching intercultural competence in the classroom and as they present themselves as models of individuals that are interculturally competent.

Culture is an influencing factor in the way individuals think and behave, and within culture, it is important to distinguish concepts such as biculturalism, multiculturalism, transculturalism, and interculturalism. Biculturalism and multiculturalism refer to individuals that feel that they are part of, and have competences in two or more cultures (Vauclair et al., 2014). Transculturalism is used to refer to multicultural people, but it is also particular in the sense that it includes the notion that multicultural individuals can merge different cultures to create a unique set of beliefs and behaviours (Vauclair et al., 2014).

Understanding these concepts related to culture is important not only for EFL teachers that work with students from different backgrounds, but also for any educator who needs to develop skills for preparing students to thrive in a globalized, multicultural, and multilingual world (Kramsch, 2014). In the context of Cape Verde, EFL teachers generally work with a group of students that share the same L1, even if in different varieties, considering CVC. In this type of context, cultural diversity education might not be capitalized on during pre-service and in-service teacher education. However, both pre- and in-service teacher education should include opportunities for teachers to develop an understanding of cultural diversity, as well as skills to prepare students for a globalized world.

Another aspect where in-service teacher training and cultural diversity awareness are important is material development, which is included in the PNFP as an area that needs urgent need. In-service training is important as a resource for providing teachers with skills in material development that goes beyond a monolingual classroom, but also takes into consideration the preparation of learners for a globalized world. Even though materials for a language classroom are intrinsically intertwined with the concept of culture as they are

geared towards the development of language skills such as reading, writing, speaking, and listening, teachers must be aware of the importance of teaching culture, and make a conscious decision to capitalize on activities that prepare students for a multicultural and multilingual world (Risager, 2014). In Cape Verde, material development skills are specifically important because there are not many resources available to teachers, specifically those who work in small villages. We defend that there is a need to inspire in teachers the culture of creating their own materials, instead of relying simply on a textbook, as being creative with material development is as important as the skill of planning and delivering a lesson.

Understanding culture and incorporating culture in the language classroom is very important because one of the goals of language education is to prepare learners to interact with speakers of other languages, people with different cultural backgrounds. Speaking a language is not enough to ensure successful communication between people from different cultural backgrounds. Understanding that people have different beliefs and behaviours is crucial for people to have successful encounters and learn to respect one another. Thus, and as the PNFP states that other training areas are to be included according to other needs, we suggest that attention be given to promoting intercultural competence as an important factor for language development and for communication with the other.

In general, the training areas presented in the PNFP for foreign language teachers are important for updating knowledge on foreign language teaching, and developing new understandings based on new tendencies brought about by technology and the new era that we live in. As we reflect on the contributions that the PNFP are expected to give to in-service training in Cape Verde, we acknowledge that the plan is solid and includes guidelines to establish a framework that, if successfully implemented, can help teachers update their knowledge. However, we were not able to identify how frequent or consistent trainings would occur, and most importantly, how the knowledge developed through training would translate into best practices in the classroom. As we have previously stated, our objective is to find out how we can ensure that teachers are implementing best practices in the classroom to support teacher learning. Even though the PNFP discusses monitoring and supervision as important aspects in the educational system, research from authors such as Joyce and Showers (1982) has shown that training alone is not sufficient for ensuring that teachers are implementing what they learn in training. Therefore, Chapter IV will focus on studies that

show how training can be complemented by providing extra support at the classroom level so that teachers are using the skills and knowledge learnt during IST.

2.5 Remarks

In this chapter we have looked at three important aspects to help in the understanding of in-service training in Cape Verde. We have discussed the complexities of the geographic location and sociolinguistic situation of the country, the evolution of the educational system, and we have characterized in-service training in the country by looking at what has been done and prospects for the future.

The archipelago setting found in Cape Verde plays a major role in Cape Verdean's society in many ways. First, the islands are separated by the sea, which has contributed to a complex socio-linguistic situation in the country, together with the co-existence of Portuguese and the Cape Verdean Language. Though we have Portuguese as the official language used in education, and though each island speaks a different variety of the Cape Verdean Language, it is the language that we use in our everyday lives. So, when children start their formal education, they begin the process of learning to read and write in a language that is not their own. The question that remains is how EFL teaching, and learning, could be affected by this archipelago setting, and by the complex socio-linguistic situation in the country. We would argue that, considering the island setting that led to the development of different varieties of the Cape Verdean language, student proficiency development in the Portuguese language may also vary from island to island, and so EFL teaching and learning. We understand that the challenges in teaching EFL vary from island to island considering the different settings, resources, and population. Some islands have better access to internet and some schools are better equipped with technology resources, for instance. In smaller or less populated islands the ratio of student per classroom may be significantly lower than in the bigger or more populated islands, where classrooms may have as much as forty students, or more. Considering this, the challenges in EFL teaching can be diverse and specific locally. Therefore, we view a need for specific in-service training according to the islands settings as we see that the settings may influence what students and teachers need to succeed. However, also due to the archipelago setting, it has been challenging for people from different islands to interact with each other, creating a great hindrance in accessibility to in-service training, which has been one of the motivating factors for conducting this research. We

understand that with the island isolation, comes specific challenges in education. This same isolation that creates such challenges, also creates increased difficulties in solving these challenges.

We have also found that the educational system in Cape Verde has been changing and evolving over the course of the past thirty years. We have seen how foreign languages such as English and French have gained popularity over the years, being now offered as mandatory subjects from grades 5 through 12. We consider this to be significant progress in preparing students to become citizens of the world, but we also see challenges brought about by these changes, that need to be addressed. Considering the process of adapting to this new structure, we understand that there is a need for specific in-service training for teachers, as they navigate the new system and teach new age groups and new curricula. Besides these specific factors that play a role in teacher practice and student success, we also highlight that in-service training is crucial beyond major challenges such as working with new curricula and new age groups. Teachers need support not only when there are major changes to the educational system, but with specific challenges that they deal with at the local level. Therefore, we continue to advocate for systematic and effective in-service training for teachers. As pointed out by Darling-Hammond (2006), in-service training should build on pre-service training. Though the focus of this research is in-service training, we have observed that there is a need to also update pre-service training as the educational system changes as well. We need pre-service programs to teach future teachers how to work with young learners, and we need in-service training to build on this skill. The teachers that have completed their EFL teaching degrees in Cape Verde are prepared to teach high school, which creates an imbalance when they now, with the reform, are placed in primary schools to teach 5 and 6 graders. We see the need for a better articulation between the Ministry of Education and the higher education institutions for two major reasons. First, pre-service training programs need to be adapted to meet the needs of the newly reformed educational system. Second, higher education institutions should also be involved in providing in-service training to teachers.

Furthermore, we have also found that in-service training in Cape Verde has not been extensively studied, with very limited records on trainings offered to teachers and very few research studies focusing on this subject. This is consistent with the lack of a training

framework at the national level that regulates in-service training of teachers. However, we predict a change in this scenario as the Ministry of Education prepares to implement the National Plan for Teacher Training (PNFP), which includes a regulated framework for in-service training of teachers.

Considering the factors discussed in this chapter, we point out that the teaching and learning of English as a foreign language in Cape Verde is unique, with its own challenges, that require specific solutions. First the tone is set by a society where diglossia and bilingualism coexist, LP as the official language and CVC as the mother tongue, considering its different varieties according to each island. Though LP is the official language, Cape Verdeans face challenges in mastering LP as we have discussed, since Cape Verdeans first, and everyday language is CVC. We can argue that in certain islands, most Cape Verdeans do not get many opportunities to speak LP and are in contact with the language mainly through media platforms. Even in schools, where LP is supposedly the language of instruction, we have observed that some teachers frequently use CVC to ensure that students understand the instructions they are being given, or simply because the teachers themselves might be more comfortable using CVC. This carries through to the foreign language teaching in Cape Verde. Even though the Ministry of Education aims to have students reach level B2-Intermediate according to the European Framework for languages, by the time they finish high school, this is seldom a reality for many students, as they do not get enough exposure to the English language both in and outside the classroom. Specifically, we consider three factors that may play a role in students not being able to communicate in English after completing 8 years of learning English as a foreign language. First, English classes are taught twice a week, for a period of 50 minutes per class. Second, we have observed that the use of CVC is also present in the EFL classroom, with teachers using students' mother tongue to give instructions to students, which decreases students' exposure and opportunity to practice the language. Third, most students are not exposed to the language outside of those two 50-minutes classes they participate in. Though one could argue that the time is enough if well managed, it is important that teachers are utilizing the best strategies to maximize student EFL learning, and they could learn and perfect these strategies through systematic and effective IST.

Finally, the task of characterizing IST in Cape Verde is a difficult one, due to the lack of research in the field, especially concerning EFL teaching. However, the research we discuss in

this chapter capitalizes on the importance of IST as an important tool for bridging the gap between pre-service training and classroom practice. Though we know that there are many factors that need attention including needs assessment, training implementation and follow-up, we do believe that Cape Verde has been taking small steps in the direction of successful language learning for students across the country.

CHAPTER III - IN-SERVICE TRAINING: INTERNATIONAL FRAMEWORK

3.1 Introduction

At the international level, there is a significant body of research in in-service teacher training. This research differs across the continents and over the years, showing two important aspects of in-service training. The first one is that resources play an important role in the development of in-service training which has prompted us to analyse in-service training in both developing and developed countries. The second one is the understanding of in-service training as an important component for successful teaching and learning by policy makers, as well as by teachers. We have found several studies that refer to in-service training as professional development, as acknowledged before, we consider these two terms to be synonyms and will be used henceforth as such, interchangeably.

Although attempting to include everything that has been done so far at the international level is beyond the scope of this study, we have strived to gather as much bibliographical information as possible aiming to contextualize and understand the state of in-service training around the world. Relevant studies conducted across Africa, Asia, Australia, the Americas, and Europe are discussed below as in-service teacher training is contextualized. Research specific of EFL teachers, as well as general research in in-service training are considered relevant and are both discussed in the following paragraphs. At the end we draw conclusion on the data analysed, and present our views on how the data correlates, similarities, and differences, as well as contributions to the field.

3.2 Africa

Popova, Evans and Arancibia (2016) suggested in their study of what makes in-service training work that developing countries should refer to developed countries' practices related to in-service training, as careful planning is important for successful implementation of training. This statement could be interpreted in two different ways. On one side, one can argue that developing countries can come up with their own practices as the practices applied in developed countries may not fit developing countries contexts, more specifically, in terms of funds and resources allocated to IST, as well as the specific needs of teachers considering their teaching environment. On the other side, one might argue that it is indeed a plausible idea to look at others' experiences for three main reasons. First, to understand what has worked and what has not worked. Second, to retrieve the positive aspects of what has worked

in other places. And third, to adapt the effective practices to the reality of each country and provide training that is efficient and meets the needs of teachers and students. We agree that it is a plausible idea to look at what other countries are doing. However, we would add that it is also crucial to look at what developing countries are doing as well. If we argue the similarities in terms of resources, we will maintain that it might be helpful to look at different experiences and to possibly create our own models based on what we have learnt from others.

Hassler, Hennessy and Hoffman (2018) reported on issues in in-service teacher training development in sub-Saharan Africa and identified key characteristics for effective and sustainable professional development in contexts with low resources. Their study was based on OER-open educational resources- and they found that, instead of focusing on ‘top-down’ approaches, sustainable IST for countries with limited resources should take a school-based approach. They suggested the following: effective peer facilitation, school-based active learning, explicit program structure, appropriate scheduling and resources, and mitigating resource needs using OER – Open educational resources. They defined OER as materials that can be shared without legal constraints through multiple means (online, offline, on paper), where “...adaptation is possible, supporting participatory approaches, essential for developing a culture of inquiry.” (p. 69). Considering Popova, Evans and Arancibia’s suggestion presented in the previous paragraph, Hassler, Hennessy and Hoffman’s study support our claim that looking at different experiences in both developed and developing countries can be helpful in developing training that fits the specific needs, contexts, and resources available to each country. Hassler et al. provide invaluable information on how to mitigate lack of resources in sub-Saharan Africa, and if we look at the case of Cape Verde and consider that the very essence of this research was motivated by the lack of sustainable IST for teachers, we point out that our goal is supported by studies like this one, that offer insight on sustainable and effective IST for teachers.

We consider the five approaches proposed by Hassler et al. to be a breakthrough for IST in developing countries because, when well implemented, they can help to mitigate many of the issues that we face, including the lack of sustainable and effective training and the lack of resources. Furthermore, there’s the potential to mitigate other issues related to teachers’ motivation to receive IST through effective peer facilitation and a school-based approach. We

agree that many of the IST opportunities offered may tend to focus on what higher up administrators believe that teachers need. However, by focusing on a school-based approach and providing support to teachers at the local level, training can be geared towards real teachers' needs.

In Service Teacher Education in Sub-Saharan Africa by Junaid and Maka (2015) is also a relevant study to mention, as it includes data from eight African countries: Central African Republic, Ghana, Madagascar, Mozambique, Niger, Nigeria, Senegal, and Zambia. Data collected aimed at characterizing the efficiency of in-service teacher education in each of these countries. Findings revealed in-service training in these countries to be “*variable and anecdotal*” (Junaid & Maka, 2015), which raised concerns in the efficiency of training provided. The lack of structured and consistent in-service training is an important factor to consider, as it proves to be inefficient in helping teachers develop the skills they need. There are a few factors of comparison between this study and the one described above. On one side, they were both conducted in sub-Saharan Africa, a few years apart; on the other side, there are some differences between the studies that are worth analysing. One focused on describing IST tendencies in eight of the sub-Saharan African countries, tendencies that characterized IST as being inefficient and non-sustainable. The other focused on proposing possible solutions to solve the training issues pointed out in both studies. One interesting follow-up to Junaid and Maka's study would be to test the approaches proposed by Hassler et al. in the eight countries where the study was conducted. Results could vary, but we might predict that, when successfully implemented, the five approaches could play an important role in mitigating some of the issues described by Junaid and Maka.

3.3 Asia

Vo and Nguyen (2009) conducted a study in Vietnam to explore ELT (English language teaching) teachers' experiences when involved in a model of professional development called Critical Friends Group (CFG) technique, where colleagues from the same institution met regularly to support each other in dealing with their teaching challenges. CFG can take place in three different modalities: 1) a teacher member of the group presents a piece of student work, and the other members describe and discuss the work while the teacher takes notes on what could be useful from the discussion; 2) teachers observe each other's teaching and then provide feedback; 3) problem-solving meetings where a teacher presents a

problem/dilemma for discussion, and collects the inputs given by the other members. For their study, Vo and Nguyen focused on the second modality, peer observation. In quoting the authors' reasoning, "it is believed that the poor quality of ELT is partially attributable to the lack of sound teacher training and professional development." (p. 205). Therefore, based on the premise that "CFG is believed to promote both teacher learning and student outcomes." (p. 206), their research aimed at studying how the participants felt about their CFG experience, as well as their attitudes towards CFG considering their opinion on whether it can help them improve their teaching performance and how the activities impacted their professional development. Through observation and interviews they found that all four participants were satisfied with their CGF experience and expressed "firm belief" (p. 212) that this model helped them improve not only their teaching practice but build a stronger teaching community and relationship with colleagues. They also reported to feeling more motivated to teach and said yes to engaging in CGF in the future. These results support not only the benefits of teachers relying on each other for help, but it also shows that when in-service training places focus on specific classroom issues and includes support at the classroom level, teacher practice is more likely to improve, giving students better learning experiences.

Cabrita and Capelo (2015) conducted a study in East Timor focusing on the relationship between continuous in-service training and teacher development of competences to use new teaching and learning resources. They developed a survey instrument for data collection to determine whether designed training would meet the specific needs of teachers and determined that teacher's inputs in what should be the focus of training is crucial for successful training implementation. This is important because teachers' contribution to the development of in-service training content is key to providing training that meets their specific needs.

In Turkey, several studies have also been conducted that focused on in-service teacher training. Şahin and Akıncı (2020) developed a study to determine the trends in in-service training studies in Turkey. Using document analysis of different databases, they found that from 2012 to 2020, in service training studies diminished, with most intense studies being conducted in 2012, justified by the change in the education system in Turkey. Öztürk (2019) also conducted a study in Turkey that aimed at evaluating an innovative in-service training model implemented to change teachers' perceptions and practices related to inclusive

education. Data showed that, indeed, the model implemented showed results in teachers improved pedagogical practices related to inclusive education. Another study from Turkey that is particularly relevant due to its focus on EFL teaching was developed by Balbay, Pamuk, Temir, and Doğan (2018). Focusing on issues in pre-service and in-service training, their study pointed out many factors affecting training, including technology, funding, and time. They found that there was a deficit in policies concerning EFL teacher pre-service and in-service training. These studies provide insight on some factors that may influence in-service training both at the institutional/governmental level, as well as at the training implementation level. Institutions/governments may influence in-service training in terms of frequency of training, resources and time allocated for training. At training implementation level, it is important to have the necessary tools to effectively implement training. These two components must be working efficiently so that systematic and effective training is provided. Another study conducted in Turkey by Günel and Tanriveri (2014) aimed at researching memory retention and loss in national and international in-service teacher training development. It concluded that, at the international level, in-service teacher training has been developed by “creating memories through implementations, experiences and findings from research” (Günel & Tanriveri, 2014). On the other hand, at the national level (Turkey), in-service training development did not consider research findings, but did consider regulations and bureaucracy. This is important to consider, as in the case of Cape Verde this is a pioneer study. The goal is to collect information and experiences from other countries and make informed decisions on what model of in-service training would be most efficient for the teaching reality in Cape Verde.

A study looking at the effectiveness of in-service training approaches in Jordanian schools was conducted by Abdullah and AL-Wreikat (2011). It was found that most in-service training programs for EFL teachers was not properly organized and therefore lacked in efficiency. In an earlier study in 2010, the same researchers also aimed at determining the effectiveness of teaching techniques used in in-service training of teachers, as well as teachers’ role in the effectiveness of implemented in-service training. They found that the in-service training courses offered did not provide good and effective strategies and techniques to participating teachers. Such studies show the importance of careful planning, organization, and implementation of in-service training. Not doing so results in ineffective training. This may cause other negative effects on in-service training because when teachers feel that they

are not receiving effective and carefully planned training, they could develop a negative attitude towards training.

Sato, Mutoh and Kleinsasser (2022) reported on a study conducted in Japan to examine how secondary EFL teachers participated in collaborative Action Research (AR) and engaged in professional development over the course of four years, considering how little information is known about teacher challenges and beliefs in applying innovative practices focusing on communicative language teaching (CLT). Using mixed methods, they collected data to understand how EFL teachers learnt to teach through continuous collaborative AR, what they learnt from continuous collaborative AR, and finally why it was difficult for the participating teachers to share ideas and collaborate with other teachers in the workplace. Data showed that in the continuous collaborative AR teachers developed in three stages: “(1) challenging teacher beliefs through TESOL (Teaching English to Speakers of Other Languages) classes and modelling teachers who have done similar AR through trial-and-error teaching as they practice communicative activities; (2) making sense of teaching through adapting and modifying theories of CLT; (3) building confidence in teaching by actually seeing students’ change.” (p. 16). Furthermore, results showed that teachers learnt the “...habits of reflection, experimentation and learning from students.” (p. 16) as they went through a process of reflecting on their practice, adjusting their materials, and enhancing their understanding of the process of language learning and teaching. Additionally, participants reported on the benefits of learning over a period, as they were able to use experiences from the previous year as the basis for the following year. AR promoted collaborative learning as participants received feedback not only from colleagues, but also from students. However, results also showed that participants “...had difficulty working with other teachers because their colleagues were reluctant to change their beliefs about language teaching.” (p. 17).

In analysing the studies described above, we consider the different realities across the Asian continent which motivated the researchers specifically, as well as the timespan in which the research was conducted. Looking at Vo and Nguyen’s Critical Friends Group research from 2019, and Sato et al. collaborative Action Research that began in 2019, we can see that even ten years ago, collaboration, feedback and teacher involvement were already important factor in successful in-service training. These two studies show that through group effort and collaborative work, teachers were able to improve their practices and even build stronger

relationships among each other and with students. In contrast, looking at the various research reported from Turkey, there is a tendency to focus on resources, regulations, and bureaucracy when considering in-service training, which has led studies to report on teacher dissatisfaction with in-service training support provided to them. Furthermore, Abdullah and AL-Wreikat's study capitalizes on the importance of planning and teacher involvement for successful in-service training. Considering the data, we see the common denominators in these studies for successful in-service training as being teacher involvement, collaboration, feedback, and careful planning.

3.4 Australia

Although the teaching of English in Australia would be the one in a context of second language learning (ESL) instead of foreign language learning (EFL), we have looked at general IST research conducted in Australia and found three relevant studies that we discuss below. Before proceeding with said discussion, we also attempted to locate research on IST for ESL teachers in Australia, however, we found reports that, due to the lack of allocated funding, and despite the increase in ESL students per school, the jobs for ESL teachers have decrease overtime. According to Oliver et al. (2017), there have been efforts to provide professional development to ESL teachers, however, the success of ESL students is at risk because ESL students are receiving less attention overtime, while being placed in mainstream classrooms earlier than before, in most cases with low proficiency in the English language. Albeit the discussion on how ESL students might be going through neglect in terms of what their needs are for language learning, we recognize this to be an issue worth mentioning, though it is unnecessary to conduct a thorough discussion due to the nature of this project. Thus, we look at professional development in Australia taking a general perspective, as presented below.

Continual in-service training is required for teachers to maintain accreditation or upgrade in career level in Australia. The National Framework for Professional Standards for Teaching is a framework that supports pre- and in-service teacher training for Australian teachers, originally created in 1999 under the title National Goals for Schooling in the 21st Century, and its development came to prevent teachers from working for indefinite periods of time without participating in training to upgrade their knowledge (Maher, 2022). In his study of IST in Australia post Covid-19, Maher (2022) aimed at looking at professional learning in Australia and its importance, as well as the impact of Covid-19 in professional learning in

Australia. His study found that Covid-19 forced IST to take place mostly online, which was a change for many teachers. However, he also reported that for teachers in rural communities this was the norm because due to difficulties in travelling, they had been experiencing IST online for years. These difficulties include financial costs as well as challenges in finding substitutes for the teachers to be absent attending training. This is particularly important to mention, as it shows that countries have been using technology to overcome such challenges for some time. In terms of training focus, the author also found that IST is likely to change in the future due to the shift in the new reality where online teaching and learning has become norm in many parts of the world. Topics that are likely to be included in IST include dealing with online safety and teachers and students well-being. Identifying the changing needs of society and school community is key in developing IST that will meet the specific needs of teachers and students, subsequently.

While looking into teacher needs based IST, we also found a comparative study by Fang, Chan, and Kalogeropoulos (2021), who researched needs, support, and barriers in IST in Australia and Shanghai. According to data collected through the Teaching and Learning International Survey (TALIS, 2013), they found that Australian teachers demonstrated higher needs in ICT and new technology in the classroom, while Shanghai teachers expressed needs for assistance to meet students' individual needs. Teachers from both locations also expressed the existence of two barriers that made it difficult for them to participate in IST: their work schedule and the lack of incentives to participate. In addition, the study found that the majority of teachers received scheduled time to participate in IST, whereas a minority received monetary and non-monetary support. This study exemplifies how teachers from different locations may have different needs and priorities, as well as different perspectives on what would help them perform better at the classroom level. Here, we can argue that society, working environment, resources, student, and teacher backgrounds all contribute to shape the specific training needs for teachers. The researchers suggested that the government and training agencies provide teachers with more adequate support, as well as better adjustment of working schedules so they can participate in IST. However, even with schedule adjustments and better incentives for IST participation, successful training development and implementation is also crucial if we want teachers to improve their practices at the classroom level, contributing, therefore, for better learning experiences for their students.

On the other hand, a study by Schmidt (2019) focused on the impact of contemporary policy and practice on vocational teachers' professional development in Australia. It reported on issues linked to industry currency activities for Australian vocational teachers, which is explained as the need for teachers to maintain the skills related to the vocational field in which they are teaching. It was found, through qualitative data collection, that even though teachers must maintain current vocational competencies (through legislation), there is an inadequate translation of policy into practice, which has created an imbalance with emphasis being placed on industry currency activities as opposed to the needs for pedagogical competencies development. In this case, a system was developed where teachers are required to stay current and involved in the industry of the field that they teach, but do not receive support for the development of their pedagogical practice, which is what allows teachers to be able to share their knowledge of the industry they specialize in. This system has failed to recognize that knowledge of the subject matter is not sufficient to ensure successful teaching and learning experiences, as teachers must be trained on how to share their knowledge, how to interact with their students, and how to set up a teaching and learning environment that will allow students to succeed. Furthermore, and as found in previous studies, teachers reported difficulties in maintaining a full working schedule while at the same time meeting the requirements for training to stay industry current. According to Schmidt (2019) such focus on industry currency may provide little opportunities for teachers' skill development.

In analysing the studies by Fang et al. (2021) and Schmidt (2019) , we found four common factors that connect them all: 1) teachers dissatisfaction with IST provided to them, 2) the existence of barriers that prevent teachers from benefiting from IST, 3) the need for the successful development and implementation of effective and sustainable training, 4) as well as the understanding, at different levels, that IST is important for teacher competencies development, and that there is a need to make sure it is done right. Additionally, Maher (2022) addresses the current issue of the Covid-19 pandemic, and how it has affected IST in Australia, creating a need for the use of technology for educational purposes. We agree that this effect of Covid-19 did not only happen in Australia, but also across the world, as we all saw the need to find solutions to the isolation that we were forced into. Covid-19 has caused educational administrators to introduce technology as a major asset in the teaching and learning.

3.5 The Americas

Considering the wide range of realities in North, Central and South America, we have chosen to collect research on three countries that we believe will be representative of two different realities in terms of the countries' development. We discuss below the status of in-service training in three countries in the Americas: Colombia, Brazil, and the United States. For Colombia and Brazil, we focus on in-service training for English language teaching, as this is a similar setting to how English is taught in Cape Verde, as a foreign language. Afterwards, we look at in-service training in the United States. Here we focus on IST of teachers in general to collect insight on what practices have been implemented in a country with better resources and educational advancement. Finally, we look at how this data from different realities relates, considering the many different factors that influence high-quality in-service training for teacher, both in the EFL field and in general.

In Colombia, studies have been conducted to look at in-service training of English teachers, taking into consideration the linguistic diversity of the country. In 2007, Moncada talked about the need for new models of IST for teachers in Colombia. In an analysis of the IST model presented by the government she pointed out the need for policy makers to develop IST programs more adequate to the reality of Colombian teachers. Her views questioned the adoption of the Common European Framework for Languages, arguing that this model, designed for other realities, did not fit the reality of language teaching in Colombia. She then proposed that a new model for IST in Colombia should be developed, that would be specific of their needs, practical, and possible to implement with macro-strategies for language teaching. She went on to point out that this training model should be developed collaboratively by policy makers, keeping in mind teachers' reality and specific needs (Moncada, 2007). As research in the field continued to develop over the course of time, we looked at two other studies from Colombia, conducted in 2019 (Buendía & Macías) and 2020 (Banegas, Corrales, & Pool), and we gained perspective that IST in Colombia still lacked some of the aspects pointed out by Moncada over ten years ago.

Buendía and Macías (2019) conducted a review of 25 empirical studies on IST for English teachers in Colombia with the goal of collecting data focusing on IST in the Colombian context according to the chosen empirical studies. They found that IST for English teachers in Colombia focused on six major areas: language proficiency, research skills and reflective

practices, teacher beliefs and identities, pedagogical skills, teaching approaches, and emerging technologies. They also found that IST was still conducted in traditional formats such as content and teacher-oriented trainings. They reported a need to move away from this and use other strategies to allow teachers to become more involved in their own development. If teachers are allowed to analyse their own needs and look for solutions to meet those needs through collaborative work, they will see better results in their teaching practices.

Subsequently, Banegas, Corrales, and Poole (2020) reported on the lack of IST for English teachers in Colombia, as well as the lack of appropriate materials for providing IST to English teachers in Colombia. Considering what was reported by Moncada in 2007 and taking into consideration that over ten years have passed, the more recent studies by Buendía and Macías (2019) and Banegas, Corrales and Poole (2020) show that the progress in solving the problems identified with IST of English teachers in Colombia is slow. It takes collective effort, from those involved in designing IST for teachers, but it also takes a clear understanding of what the needs are. Policy makers need to understand the intricacies of the teaching and learning process, so that they can prioritize on developing training models that put student success at the centre. As reported, there is a tendency to continue with the traditional styles of trainer-centred training, when there is significant research that shows that teacher involvement in their own professional development is key to ensuring that best practices are implemented leading to better learning opportunities for students.

As we continue to look at teacher involvement in their own professional development, we looked at a study conducted in Brazil that demonstrated how teacher involvement is key for efficient training. Almeida (2014) conducted a study in Brazil, that looked at the efficiency of an in-service teacher training program for English teachers. Among her findings, she concluded that most teachers were not satisfied with the training programs offered by their institution, but they believed in-service training to be crucial in promoting teacher motivation and opportunities for sharing experiences and practices (Almeida, 2014). This provides insight on the importance of careful planning and content development in in-service training. As we go further, we will discuss the importance of teacher participation in training development. It is a necessary strategy to ensure training goes hand in hand with teachers' specific needs.

De Lima's doctoral thesis (2014) focused on an action research study in Northeast Brazil that looked at Continuing Professional Development (CPD) of English language teachers. Aiming to find out how could a CPD course based on reflective practice in writing affect teachers' attitudes and planning, she carried out workshops, focus groups, interviews, and class discussions. She found that teaching resources for teachers were scarce, and even though participants in the study were open to reflecting and creating more engaging lessons, some still had difficulties with detaching from traditional teaching practices. She also found that teachers collaborating was beneficial for their professional development as sharing ideas allowed them to learn from one another. This study supports the idea that in-service training focusing on teachers' involvement, their characteristics and work environment is the path for successful and sustainable in service-training for teachers.

According to Hedlund (2020), Brazil faces many challenges in terms of in-service training for teachers of English, including "Access to proper qualification, number of English speakers, proficiency, and practical knowledge..." (p. 108) as some of the serious issues. Hedlund's research focused on the current scenario of in-service training for Brazilian English language teachers, studying the effect of three major types of professional development opportunities for teachers: the Brazil English Language Teachers (BrELT) online learning community, the Brazilian Teachers of English to Speakers of Other Languages Association (BRAZ-TESOL), and finally bilingual programs that delivered in-service training opportunities to English teachers. These IST scenarios were presented by the author as opportunities for teachers to develop their knowledge and skills. As he stated, due to several issues such as teacher low wages, lack of proper qualifications, lack of adequate language proficiency and needs to invest in professional development, successful English teaching in Brazil does not tend to be the norm in regular schools, rather in privileged, elite schools. Considering the three professional development scenarios, the author discussed opportunities for bridging the gap between successful English language teaching/learning and teacher in-service training. These can be free opportunities, such as online communities, paid memberships through teaching communities, and mentoring through bilingual programs that work within schools to provide support to teachers.

In the United States, a 3-phase study was conducted to report on *The Status of Professional Development in The United States*. In Phase I, titled *Professional Learning in the*

Learning Profession: A Status Report on Teacher Development in the United States and Abroad, Darling-Hammond et al. (2009) conducted research on how professional learning can improve teacher practice and student learning both in the United States and in other nations around the world that “...have been making substantial and sustained investments in professional learning for teachers over the last two decades.” (p. 5). Among their findings, we have summarized in the table below the ones that we find most relevant to consider for this project:

Phase I findings from Darling-Hammond et al. on teacher professional development

- Sustained and intensive professional development for teachers is related to student achievement gains.
- Collaborative approaches to professional learning can promote school change benefiting students beyond the classroom level.
- Effective professional development is intensive, ongoing, and connected to practices, focusing on specific academic content. It builds strong working relationships among teachers.
- Public schools in the United States have begun to recognize and respond to new teachers’ need for support.
- More than 9 out of 10 U.S. teachers have taken part in professional learning that consisted mainly of short-term conferences or workshops.
- While close to 50 hours of professional learning in a specific area is needed to improve teacher skills and student learning, most professional development opportunities in the U.S. last shorter than this.
- There is no consistency in both support and professional learning opportunities among different schools and states.
- U.S. teachers report little involvement and collaboration in designing curriculum and sharing practices.
- U.S. teachers report that most of the professional development opportunities available to them is not useful for their teaching practice.
- Teachers’ top priorities for professional development include learning more about the content they teach, classroom management, teaching special needs students, and using technology in the classroom.
- No adequate training is being offered to teachers in special needs education or students with limited English proficiency.
- U.S. teachers are responsible for financing most of the cost of their professional development, unlike many teachers from around the world.

- U.S. teachers participate in workshops and short-term professional development activities at similar levels as teachers in other nations.
- American teachers spend more time teaching students and have less time to plan and learn together than teachers in other nations.
- U.S. teachers have limited influence in crucial areas of school decision making.

Table 2: Findings from Phase I, Darling-Hammond et al., 2009.

In summary, substantial research shows that “one-shot workshops” (p. 9), as well as professional development that is not specific for meeting teachers needs are ineffective in providing teachers with the support that they need to apply best practices for their students’ benefit. When looking at professional development for teachers of English language learners we found that until today, teachers still report no adequate training for working with these specific groups of students. He and Bagwell (2022) reported that despite the increase in the number of English language learners in the United States, teachers’ feedback is similar to the feedback from over ten years ago, and it is as if they do not feel prepared enough to help their English language learners. Another relevant factor discussed by Darling-Hammond et al. is related to the benefit of coaching, as a strategy for providing classroom level support for teachers. We provide in Chapter IV a detailed section on what coaching is and how it benefits teachers and students by providing support that ensures teacher knowledge and skills are applied in their teaching practices and have a positive influence on student learning.

After the publication of Phase I, new research and new insights were brought about concerning effective professional development of teachers. Phase II of the study is titled *Professional Development in the United States: Trends and Challenges*. Wei, Darling-Hammond, and Adamson report on new research areas including a bigger focus on high-quality professional development, on professional learning communities, on peer learning, on coaching literacy, and on new evidence of professional development impacts. Their Phase II report also provides an update on the status of teacher professional development in the U.S. including training participation rates, intensity of professional development offered, focus on areas such as teaching students with disabilities and limited-English proficiency students, how useful teachers found professional development activities to be, collaboration opportunities for teachers while participating in professional development, as well as new support for new teachers and variations in professional development across states and

abroad (Darling-Hammond et al., 2010). The table below summarizes the findings across these topics.

Phase II findings from Darling-Hammond et al. on teacher professional development

- Slight increase in teachers reporting participation in professional development in the U.S., with variation concerning training focus, teachers' level, subject area, and years of experience.
- Stable intensity of professional development received by teachers, though in 2008 they received less intensive training than four years earlier.
- Less than half of teachers reported receiving training for teaching students with disabilities and less than a third for teaching limited-English proficiency students.
- Two-thirds of teachers rated the professional development received as useful or very useful in 2008.
- Participation on professional development varies across different school contexts.
- Teachers reported an average of 2.7 hours a week spent in collaboration with one another.
- Top three topics for further professional development remained quite similar from 2004 to 2008, including content of the subject taught, student discipline and management, teaching students with special needs, using technology in instruction.
- There has been progress in the support provided to new teachers, but this support varies in ranges, with teachers in high poverty areas receiving less support.
- Rates of participation in professional development varies greatly across states.

Table 3: Findings from Phase II, Darling-Hammond et al., 2010.

According to the findings reported by Darling-Hammond et al., (2010) high-quality professional development for teachers that has a consequential effect on teaching practices and student learning:

...needs to be intensive; sustained over time; embedded in teachers' day-to-day work in schools; related directly to teachers' work with students; able to engage teachers in active learning of the content to be taught and how to teach that content; coherent with district policies related to curriculum, instruction, and assessment; and structured to regularly engage teachers in local professional learning communities where problems and practice are solved through collaboration. (p. 38)

These conclusions were taken over ten years ago, and they are grounded on solid research that has taken place in developed countries that have applied their resources on looking at high-quality professional development for teachers as a crucial player in the process of successful learning and teaching. Though this research was conducted over ten years ago, it provides significant insight on what the developing world has discovered regarding the importance of high-quality professional development, putting into perspective where a country such as Cape Verde stands in the stride to provide high quality professional development for its teachers. Though there is still a long way to go, data on studies such as this one from Darling-Hammond et al., provide guidance on three important factors. Independently of the context or economic status of any country, high-quality professional development must privilege teacher collaboration, must be intensive and consistent over time, and must focus on teachers' day-to-day struggles and provide on-the-spot support on how to overcome these struggles.

The third and last phase of the research by Darling-Hammond et al. titled *Teacher Professional Learning in the United States: Case Studies of the State Policies and Strategies*, focused on looking at professional development policies and strategies in four U.S states: Colorado, Missouri, New Jersey, and Vermont. These states had high levels of teacher participation in professional development and sustained a reputation for enforcing reforms that support effective professional development for teachers and for having high levels of student achievement as measured by government standardized testing. While each state had different approaches to professional development, the researchers found that they shared characteristics that supported their success in high teacher participation rates and translation of training participation into best classroom practices and, subsequently, student success. The table below summarizes the characteristics shared by the four states in their policies and strategies for professional development. The authors also found that collaboration with professional associations is crucial to ensuring quality professional development. The enforcement of minimum levels of professional development is also an interesting take that could be adapted to the Cape Verdean reality. Though Cape Verdean teachers do not need to renew their teaching licenses, they do undergo evaluations on a yearly basis. Adding professional development participation as one of the items for teacher assessment and possibly career progression is an important incentive for increasing teacher participation.

Phase III findings from Darling-Hammond et al. on teacher professional development

- Existence of professional development standards and mentoring programs for beginning teachers.
- Existence of a state-level board to oversee professional development as well as teacher licensing and professional teaching standards.
- Requirement of professional development plans for teachers and minimum levels of professional development for license renewal.
- Existence of a range of support and incentives for professional development.
- Establishment of partnerships with professional organizations.
- Creating networks of intermediary organizations.

Table 4: Findings from Phase III, Darling-Hammond et al., 2010.

The contrast in the depth of research that exists in different countries in the Americas is consistent with the level of development of each country. In countries that are less developed such as Brazil and Colombia, policies and strategies for professional development are not as developed and reinforced as they are in more developed countries, as research suggests. One can argue that the lack of resources could play a role in this, however, there are certainly other factors that play a role on how professional development is viewed, and the priority that it does or does not receive. As reported by Darling-Hammond et al. (2010), data collected showed that the four U.S states made a conscious effort to invest in professional development, and they all shared several strategies to ensure access and quality of professional development across the board. Though the level of effort and resources allocated to professional development of teachers differs from country to country, significant research shows what needs to be done to ensure high-quality professional development for teachers: more away from traditional trainer-centred training styles and prioritize teacher involvement, collaboration, local support, and focus on specific needs at the classroom level, putting student success at the centre of it all. Data on professional development from Colombia, Brazil, and the United States show specifically what is needed for high-quality professional development for teachers in the English teaching field and beyond. However, in some cases policy makers fail to take that into consideration when designing training for in-

service teachers. The reasons for this misalignment between what is needed and what is provided, proves to be a significant issue that needs to be researched in depth, as we would argue that there is more to it than the lack of resources.

3.6 Europe

In Europe, a Profile for Language Teacher Education was developed to respond to pre-service and in-service training of language teachers. The main components of the profile include the structure of pre- and in-service training programs, knowledge and understanding of factors involved in the foreign language teaching/learning process, as well as the diversity of strategies and skills that are needed to be a successful EFL teacher (Grenfell, Kelly, Allan, Kriza, & McEvoy, 2004). The Profile is an important tool because, though it is specifically designed for the European language teaching context, it can be adapted to different contexts. It provides support for the development of pre- and in-service EFL teacher training, which is paramount in providing teachers with the competences they need for their specific teaching contexts. Furthermore, the EPOSTL-European Portfolio for Student Teachers of Language is also a useful tool developed to support student teachers in the process of developing the necessary skills to become a language teacher through self-assessment and progress measurement (Newby et al., 2007). This tool, even though designed for pre-service teacher training, could also be paramount to the development of teacher skills at the in-service level because it helps student teachers develop critical thinking strategies that they can apply once they are in the classroom, which may aid in their in-service teacher education. If student teachers can self-assess, they can use this skill once they are practicing teachers and contribute for the development of in-service training tailored to their needs.

Uzerli and Kerger (2007) developed research on professional development of teachers in European Union member states. They aimed to provide an overview of the latest policy visions, approaches, and possible interventions in continuous professional development of teachers in Europe. They also aimed to encourage discussion and exchange of ideas to promote reflection on teacher education and training. According to the authors, the role of continuing professional development for teachers should be to “support teachers in service and provide them with the conditions and opportunities to further develop...professional and personal competences and acquire new competences...” (p. 107). The authors pointed out that teachers must develop new competences in their respective subject fields, in didactic

matters, and in pedagogical and social matters. Considering the changes in a globalized world, the authors argued that teachers need to continuously develop new skills and competences to be able to deal with the new challenges and follow the new trends. Table 5 specifies each new area of knowledge that teachers need to develop according to the authors.

Subject field	Didactic matters	Pedagogical and social matters
• New knowledge in their specific fields • Structuring and restructuring of knowledge • Constructivist strategies in knowledge processing in their subjects • Learner orientation and diagnostic competence	• Active learning strategies • Responding to individual learning processes and progression • Choosing and/or designing appropriate material for differentiated learning opportunities • Evaluating and documenting the different stages of progress • Promoting discover learning opportunities	• Appreciating heterogeneity • Managing diversity • Promoting cultural awareness: language and learning awareness • Promoting social learning • Working with parents from different cultural backgrounds • Promoting respect, tolerance and collaboration in class and the wider school community

Table 5: Uzerli and Kerger’s Recommended New Areas of Knowledge, 2007.

Furthermore, the authors discuss that continuous professional development should be aligned with initial teacher education as well, as to provide consistency in a multi-phase teacher career, where there is consistent policy that allows teachers to develop from initial to in-service training. In addition, continuous professional development is argued to be more than a simple opportunity to “update” knowledge, but to grow, enrich, share, and evolve.

In concerning European policies for improving continuous professional development for teachers, Uzerli and Kerger (2007) identified a number of issues that are considered relevant. They include “highly prescribed” professional development programs that are not tailored to individual teacher needs and environmental conditions; professional development is more effective if systematic opportunities with change-allowing conditions are offered, taking into consideration all parties involved; regardless of national policies such as

autonomy, centralization/de-centralization, shared leadership and responsibilities, all partners in school communities should be involved in establishing a new learning culture and encourage teachers accordingly; teachers should be included in policy decision-making processes; policy makers should take advantage of opportunities to share action research outcomes and contribute for a culture of equality in cooperation. (p. 113).

In Portugal, studies have also been conducted focusing on in-service training. Fonseca (2012), in her masters' dissertation, studied how the theoretical contents discussed in in-service training supported EFL teachers in the development of pedagogical practices applied in the classroom. The results showed that in-service training was seen as crucial due to the changes in culture and society, as it provided teachers with competences to face such challenges. According to Machado (2018), in-service training of teachers in Portugal provides training modalities that are aimed at helping teachers develop and refine their competences and skills. These modalities include theoretical (training modules, seminars) and practical training (workshops), and they provide teachers with opportunities to improve their practice in the classroom. The Directorate-General for Education in Portugal (DGE) offers several in-service training opportunities to teachers. While conducting this research, we found a list of trainings available on their website that teachers could sign up for and participate (DGE online, 2020)³. This practice could be paramount in supporting teachers' access to training and skill development, as teachers are able to select training modules that fit their specific needs. On the other hand, Lopes and Oliveira (2021) reported in their study of how professional development differed for teachers of special education classes (SPED) versus teachers who did not work with SPED students and found that professional development in special education in Portugal was "...scarce and not readily available..." (Lopes & Oliveira, p. 12). In this study, they focused on looking at what are the in-service needs in SPED, what are teachers perceived barriers in in-service training, as well as teaching and work features related to in-service training. In contrast with Machado's positive take in in-service training efficiency in Portugal, Lopes and Oliveira show that there is a need for more adequate IST, in this specific case, in the field of special education.

More recently, Vogt, Tsagari and Spanoudis (2020) sought to investigate English language teachers' beliefs towards assessment, more specifically their perception of their

³ <https://www.dge.mec.pt/formacao-continua>

Language Assessment Literacy (LAL), and more importantly for this study, their needs for training in the area. Teachers from two European countries participated in the study: Greece and Germany. Data was collected through questionnaires and interviews, and they found that collaboration between teachers seemed to be very important in compensating for the lack of formal training for skills in LAL. Data from the interviews showed that teachers were interested in training that would, to meet their needs, would have to consider what teachers already know, as well as the practical part of their work, so to have a significant effect on their assessment practice (Vogt, Tsagari, & Spanoudis, 2020).

In Finland, Huhtala and Vesalainen (2017), conducted research to look at the challenges of in-service Swedish teachers in the country. Though Finland is considered to offer high quality teacher education, the authors point out that when it comes to in-service training, the merits are not as high. There is a need to bridge the gap between pre-service and in-service training, providing the same level of excellency in continuing education to teachers on the job. Thus, their study sought to analyse the challenges that are linked to in-service training for language teachers in the country. More specifically, they sought to discuss what should be taken into consideration when planning in service training for language teachers, the types of challenges involved in training implementation, and solutions that could be implemented to solve these challenges. Participants reported the need for more in-service training, stating that there is “far too little relevant in-service training offered for teachers of Swedish.” (p. 73). The authors also reported on the challenges that they encountered during their study implementation as quoted below:

These new challenges (presented in Section 4) included challenges connected to (1) teacher co-operation, (2) traditional vs. modern teaching and learning methods (insecurity and negative feelings caused by new methods, some problems with passivity, planning appropriate activities and course tasks, and challenges with pedagogical use of ICT), and (3) teachers’ language skills. (Huhtala & Vesalainen, 2017, p. 73)

The quote above corroborates many of the data already discussed in this study. Teacher cooperation is paramount for high-quality in-service training, and there has been previous reports of teachers facing difficulties in detaching from traditional teaching methods, with the authors in this study reporting that teachers felt insecure about using new teaching methods and faced problems with planning appropriate activities, and finally,

teachers' language skills also posed as a challenge in their teaching practice. To meet the last research goal, the authors presented a list of solutions to help overcome the new challenges discussed above, more specifically the following: giving teachers opportunities to observe colleagues implementing new methods before using them in their own teaching; introducing the methods and processes theoretically only after they have been used in practice; setting up small groups to prevent passivity in group work and providing clear division of tasks; and collaboration and support from colleagues as well as discussions on best teaching practices in the classroom, which could be implemented through blended learning; conducting in-service training courses in teachers' language of teaching to promote language immersion and practice and focus on oral communication; linking in-service course tasks with teachers' every day work and their school environment and community.

The authors identified several strategies to support in-service training of language teachers, providing an opportunity to bridge the gap between the high-quality pre-service teacher training and the lacking in-service training of language teachers in Finland. The data collected supports the need for training that is tailored to the needs of the teachers involved, as well as the importance of collaboration for successful training implementation. This study also supports the fact that high quality in-service training for teachers does not depend only on resources, but also on intentional action taken towards developing policy that reinforce high-quality in-service training. Looking at Finland as a developed country with high standards in teacher education, one can argue that the reported lack of high-quality in-service training is not due to the lack of resources, but due to the lack of utilizing such resources in developing in-service training of teachers that matches the quality of their pre-service training education.

3.7 Remarks

We have looked at in-service training of teachers in the last 18 years, and how it has evolved considering relevant research conducted across five continents regarding EFL teacher IST, as well as IST in general. We have learnt about several aspects of IST across different countries, that we reflect on below.

One important aspect that was observed concerns the differences in the development of IST in developed versus developing countries. Research indicated that in developed countries, there is a wider range of resources being allocated to IST, and there is a wider body of research that dives into what has been done and what benefits have been accomplished. This can be interpreted as a natural system as more economic power may naturally mean

more resources and therefore better IST opportunities for teachers. However, this is not to say that IST is given due attention and does not need to be improved in developed countries. Taking the United States of America as an example, research showed that in certain areas of the country IST is given greater attention, whereas in other parts of the country teachers reported needing more effective IST, tailored to their needs. Another interesting example is the case of Finland, which, despite being one of the top references for effective teacher pre-service education, research showed that in-service training is below the standards accomplished in pre-service education. We would argue that this is not due to lack of resources, but perhaps due to a need to regard IST as a part of teacher education that is as important as pre-service training. In developing countries, however, research showed low rates of successfully implemented IST, with reports of several problems, including lack of consistent training, lack of training tailored to teachers' needs, lack of resources, lack of adequate training policies, among others. Whilst these are all factors that make it difficult for teachers to access high-quality IST in developing countries, we also know that there are ways to overcome these challenges, as suggested by many of the studies discussed in this chapter. Considering this, and while reviewing research on IST across different countries, we learnt of various training models that have been tested and suggested as effective models for IST in different areas of the globe. Examples of these models include the following: using OER-open education resources- in developing countries to mitigate lack of resources; CFG-critical friends group- a model where teachers from the same schools met regularly to collaborate on finding solutions for their specific challenges at the classroom level; AR-collaborative action research- which looked at how teachers learnt from collaboration with their colleagues and implemented action research as part of their professional development; CDP-continuing professional development- a course based on continuing in-service training of teachers through reflective practice in writing; coaching- a model for providing classroom-level support to teachers.

All these different models seem to have collaborative work as a common factor, which further indicates that regarding collaboration, two important aspects should be considered when designing and implementing IST. First, teacher insights into what their specific needs are should be contemplated in the early stages of training design, to ensure the designing of training tailored to their specific needs. Second, training should be implemented considering techniques and methods that privilege collaborative work among teacher participants, giving

them the opportunity to support one another as they work to overcome challenges that they can all understand and relate to. Furthermore, it is relevant to acknowledge that these different models were all developed because researchers and educators identified various factors that negatively influenced effective in-service training for teachers, and more so, these authors and educators identified IST as being a crucial part of the education process, if not as important as initial teacher education. Some of the factors preventing teachers from getting access to effective and high-quality IST include lack of resources and funding, lack of continuous and systematic training, training policies that do not put teachers and students' specific needs first, lack of opportunities for teacher involvement in training development as well as collaborative work, lack of training offered at school levels, lack of teacher participation, all leading to unsustainable and ineffective training.

Though some of these problems continue to prevail across the globe, research shows what it takes to develop and implement sustainable and effective in-service training for teachers in different scenarios. All the strategies proposed seem to agree on five major components that play an important role on high-quality in-service training: resources, content, duration, collaboration, coherence, and active participation. However, in analysing the studies we discussed in this chapter, we found that even with little resources, it is possible to implement effective IST, if action is taken at the school level and if teachers are at the centre of it, willing to collaborate and sharing the understanding that together they can support each other in overcoming the challenges they face with their students. Though we agree that, ideally, having the resources needed is important, we also recognize that the resources needed are not always available, specifically in developing countries, as discussed by different researchers. The data reported in the studies above have also led us to reflect on the importance given to IST by policy makers in education, as we have seen countries with abundant resources neglect IST for teachers. Though research has also shown that teacher active participation in the process of implementing IST is paramount, it is important to consider policy makers as allies that could provide resources and create opportunities for teachers to participate in IST by, for instance, helping to resolve workload issues and by ensuring that teachers receive incentives for participating in training. On the other hand, we do agree that the benefits of IST for teacher improved practice and student learning should be enough as a motivating factor for teachers, however; we do understand that intrinsic

motivation is not always sufficient, considering all factors surrounding teachers' work environment.

Considering the Cape Verdean context, and how IST research developed at the international level may provide insight on how to overcome our own challenges as a developing country, we reflect on how each of the models could be adapted to our reality. To mitigate lack of economic power, and therefore, resources, OER appears to be a strategy already being used by teachers, considering resources that are freely available online such as lesson planning sites, worksheets, teaching apps as well as other open websites that provide support and materials to teachers. However, if carefully planned, and well disseminated among teachers, OER could become an effective model for helping teachers mitigate lack of resources. Furthermore, CFG, AR and coaching could also be implemented to support teachers in accessing systematic support and engaging in collaborative work with their peers. Support at the school level, as previously discussed, has shown to help teachers improve their practice and therefore, improve student learning experiences.

Finally, it is important to recognize that the studies mentioned above represent only a portion of research done in the field of in-service training across the world, though with significant impact in their communities, and the potential to impact others as well. They provide insight on specific challenges and solutions used in different countries, which has informed the process of developing an efficient in-service training program for EFL teachers in Cape Verde. In-service teacher training is still an area that needs attention in research and implementation of programs that will help EFL teachers perform at their best and provide students with the best learning opportunities, both in developed and developing countries.

CHAPTER IV – BEST PRACTICES: EFFECTIVE IN-SERVICE TRAINING DESIGN

4.1 Introduction

Research has been done to show that even though IST is crucial for teachers, many training modalities do not prove to be efficient in offering the best form of support for teachers. In this section we discuss the best practices for curriculum development in in-service training, as well as how to ensure that IST has a significant impact on teachers' practices at the classroom level, and subsequently, an impact on student learning experiences. This chapter discusses two issues that, perhaps, have been the most influential in the implementation of this study, as it provides a thorough discussion on curriculum development and coaching as an IST model providing teachers with specific support at the classroom level.

An in-depth discussion on IST curriculum development is presented below. It includes several strategies that have been considered to support successful curriculum development, and implementation. This is relevant for this research, considering that our focus is the development of an in-service training program for EFL teachers in Cape Verde. The analysis of curriculum development components both in general and specifically to in-service training of teachers has provided an understanding of the importance of careful planning, implementation, and testing. This has been the backbone in the development of the proposed model for in-service training of teachers in Cape Verde as it has provided a clear understanding of what curriculum development looks like for in-service training and its role in the successful implementation of in-service training for teachers.

The second part focuses on coaching as a strategy for providing classroom-level support to teachers as they use the skills learnt from training sessions. One of the issues that motivated this study is the lack of support and follow-up on practice implementation at the classroom level. As we looked at in-service training in Cape Verde and abroad, it became clear that traditional style, lecture-based training does not translate into improved teaching practices for teachers and improved learning experiences for students without providing teachers with the opportunity to practice new skills and implement new knowledge in the classroom. First, we conceptualize the term coaching, followed by the discussion and characterization of different coaching models that have been established through a significant

body of research. Then we discuss the evolution of coaching and its components, as well as how it can successfully be implemented to provide teachers with the support they need at the classroom level, and ultimately, contribute for student improved success in their learning journey.

4.2 Curriculum Development for In-Service Training

There are many definitions of curriculum, and for the purpose of this study curriculum is defined as the “...blueprint of what is going to be taught/learned/experienced...in the academic classroom over a period of time.” (University of Delaware, n.d). Developing and implementing curriculum is a task that takes time and effort, since it requires specific knowledge of the subject matter, as well as an understanding of learning and teaching strategies. According to Stabback (2016), curriculum developers need to consider four important parts of the process: developing the curriculum, the content of the curriculum itself, implementing the curriculum, and evaluating the curriculum. The author capitalizes on the importance of good curriculum development for successful results in the learning process. In the process of curriculum development, good practices must be emphasized, and processes must be put in place. These processes include systematic planning, inclusion and consultation, leadership of curriculum professionals, an ongoing and changing nature to deal with the changes of the world, and sustainability (Stabback, 2016). These processes are critical for successful curriculum development because, apart from organized and systematic planning, including stakeholders, developing a versatile, adaptable, and sustainable curriculum will contribute for successful learning and positive results.

Curriculum development is as important for in-service teacher training as it is for the traditional Pre-K (Pre-Kindergarten) through grade 12 and higher education. Being a successful teacher is the result of hard work, reflection, research, and constant learning. Although personal research and self-teaching are good ways to stay current with teaching practices, the implementation of an in-service training program for a body of teachers is pivotal for continued support and successful teaching. According to Mizell (2010), students greatly benefit from effective teaching when teachers have regular access to “high quality” training and will learn more effectively. The term “high quality” here means that training is carefully planned and implemented so that positive results can be seen at the classroom level when students show success and improvement in their learning process. Furthermore,

according to the Queens University of Charlotte (2020), professional development allows teachers to learn different teaching strategies, to develop better organization and planning skills, and to gain expanded knowledge not only in their subject matter but also in related subjects. Therefore, developing an effective curriculum, that is well organized, research-based and tailored to the needs of a specific group of teachers is key in helping teachers achieve success in their teaching practices and are well equipped to provide their students with the best learning opportunities.

One aspect of effective curriculum development and implementation is innovation. According to Cardoso (1997), innovation is often used as a synonym for change or reform, when these are different concepts. She defines innovation in education as a “conscious and deliberate change” that will contribute to the improvement of education (p. 2). Medhora (2017) defines innovation as “the process of using ideas...to offer new and improved products or services...” (p. 3). If we apply this to the curriculum development field, innovation means developing curriculum that is comprehensive and improved, in a sense that it meets the needs of not only a rapidly changing world, but the needs of a rapidly changing learning and teaching environment. An innovative curriculum for in-service EFL teachers in Cape Verde, in terms of content, was designed based on the specific needs of teachers, taking into consideration the need for preparing students for a globalized world. In terms of implementation, the proposed curriculum aims to ensure that teachers are not only developing the skills and competences they need, but they are also using these skills and competences to improve student learning at the classroom level.

When applying curriculum development to in-service training for teachers, we looked at several authors that provide guidelines on the best strategies to design and implement successful in-service training for teachers. According to Darling-Hammond, Hyler and Gardner (2017), there are seven elements of effective in-service training for teachers. They are content focus, active learning, collaboration, use of models and modelling, coaching and expert support, feedback and reflection, and sustained duration. These elements support what has been discussed in the previous chapter, regarding the studies that have been implemented following similar strategies. Therefore, for the purpose of this study, we aimed at developing a training model that included all seven elements. Further discussed in Chapter V, Darling-

Hammond, Hylar and Garner's proposed strategies for effective IST for teachers served as a guide in the development of the training model tested in this study.

In addition, in a study conducted in the United States, Desimone and Garet (2015) propose five key elements that make professional development effective: content focus, active learning, sustained duration, coherence, and collective participation. When discussing the findings from the testing of these five elements, the authors pointed out the following:

...changing procedural classroom behaviour is easier than improving content knowledge or inquiry-oriented instruction techniques; (b) teachers vary in response to the same PD; (c) PD is more successful when it is explicitly linked to classroom lessons; (d) PD research and implementation must allow for urban contexts (e.g., student and teacher mobility); and (e) leadership plays a key role in supporting and encouraging teachers to implement in the classroom the ideas and strategies they learned in the PD. (p. 252)

Desimone and Garet call our attention to how a group of teachers, as similar as they may seem in terms of their training and work environment, may have different responses to IST. This means that it is difficult to evaluate whether IST had any type of impact on the teacher's classroom practices and student learning without continuous follow-up at the classroom level. Furthermore, even if all teachers build on their knowledge during IST, there is no guarantee that they will act on it when they are teaching. One of the challenges identified as negatively affecting high-quality IST is specifically teachers' resistance to change, and the difficulty in detaching from old practices and adopting new practices. Therefore, we find that Desimone and Garet's key elements to successful professional development are short on one important key element: continuing support at the classroom level, so that we ensure that teachers are implementing the best practices learnt through IST.

Nishimura (2014) reported on several studies focusing on effective professional development for teachers for inclusive education. Following Desimone's elements for effective professional development, Nishimura discussed the following best practices: school-based professional development, coaching and follow-up procedures, collaborative information, embedding practices into the daily lives of teachers, collaboration, and co-teaching. We view these and Darling-Hammond et al.' elements as more encompassing of what it takes to develop and implement successful and high-quality IST for teachers.

Taking all the above elements into consideration, the development of the proposed IST model for this study also focused on specific steps. Table 6 below identifies the questions that were discussed while working on the development of the proposed IST model.

- *Rationale*: What is the need for developing the curriculum?
- *Purpose*: What are the goals for trainee learning and expected outcomes?
- *Content*: What are the pedagogical, cooperation, and research competences to be acquired?
- *Sequence of activities*: How will the learning experience be organized?
- *Instructional methods*: What teaching methodologies will be used?
- *Instructional resources*: What innovative resources and tools will be used?
- *Implementation strategies*: How should the curriculum be implemented?
- *Evaluation approaches*: How will the curriculum effectiveness be assessed?
- *Possible adjustments*: How will the program be adjusted based on feedback and results?

Table 6: Adaption Curriculum Development Outline.⁴

The above outline was created considering aspects from the European Profile for Language Teacher Education and adapted from the Curriculum Design from the Centre for Research in Learning and Teaching at the University of Michigan. The outline, to be taken into consideration during the early stages of training development and referred to throughout the process, is an important guide in ensuring that the final product is, in fact, in line with the needs of teachers. For the purpose of this study, each one of the outline components were carefully considered as the goal was to develop a training program that would be as holistic as possible in terms of having specific goals, selecting the appropriate content, designing the appropriate sequence of activities, utilizing the resources needed, and putting it all together in the process of training implementation. A more in-depth description of the procedures followed for the development of the training model implemented during this study is presented in Chapter V. However, it is important to acknowledge, at this point, that the

⁴ Adapted from: European Profile for Language Teacher Education, 2004 (<https://eprints.soton.ac.uk/48246/>), and Curriculum Design from the Centre for Research in Learning and Teaching-University of Michigan, 2020 (<https://crlt.umich.edu/assessment/curriculumdesign#:~:text=The%20curriculum%20is%20an%20%E2%80%9Cacademic,be%20made%20based%20on%20experience>).

strategies were developed following intensive research, and are supported and adapted from different findings that provide practice-based guidelines that have been proven effective in different parts of the world. For the Cape Verdean context, and for the purpose of the study implementation, we were able to analyse the available research and findings and make adaptations to meet the specific needs of Cape Verdean EFL teachers.

4.3 Coaching for Improved Teaching Practice and Successful Learning

In education, coaching is ... “a form of professional development for teachers who work in the kindergarten through grade 12 settings.” (National Centre for Systemic Improvement in the United States, 2017)⁵. It involves teachers working with someone to support improved teaching practices and student development. According to Pierce (2017) extensive research has shown that teachers are more likely to implement specific practices in the classroom through coaching. In other in-service training formats, teachers improve their knowledge, but do not increase the use of the practice in the classroom.

Coaching may take different modalities, but there is a common logic which is when a coach uses effective practices with the teacher or teachers they are working with, this leads to improved teacher practice, which leads to improved student outcomes (Pierce, 2017). Joyce and Showers are among the first researchers that have conducted extensive research focusing on how coaching can help teachers improve their performance in the classroom, and therefore help students learn. In the paragraphs that follow, we discuss Joyce and Showers research as pioneers in peer coaching. We also discuss the different modalities of coaching as well as other studies that provide data on the implementation of coaching as an effective form of professional development for teachers.

In 1980 Joyce and Showers proposed the implementation of peer coaching as a strategy to enhance staff professional development. This came after “...evaluations of staff development that focused on teaching strategies and curriculum revealed that as few as 10 percent of the participants implemented what they had learned.” (Joyce & Showers, 1996, p. 1). This realization happened in the 1970s, and after this, the authors began testing hypotheses focused on “...regular (weekly) seminars...” (p. 1) to help teachers practice the implementation of what they were learning. They found that implementation of practice increased “dramatically” and consistently, and, therefore, began to recommend the new

⁵ <https://ncsi-library.wested.org/resources/206>

coaching strategy. Below, we look at how coaching has evolved with research pioneered by Joyce and Showers starting in the 1970s-1980s. In addition, we also look at what other researchers have found regarding the premise of coaching as an effective form of teacher professional development.

In their article titled *The Coaching of Teachers* published in 1982, Joyce and Showers discussed the components of coaching, as well as the importance of coaching in ensuring that teachers are successfully implementing new practices in their classroom. “The study of theory, the observation of demonstrations, and practice with feedback...” (p. 5) are important parts in the process of coaching. However, the authors alert that for these components to support teachers in implementing new practices successfully, they must be of high quality. Furthermore, Joyce and Showers (1982) explain that learning about a theory or developing a skill alone do not ensure that teachers will successfully “transfer” it into the classroom:

Unfortunately, the development of skill by itself does not ensure transfer; relatively few teachers, having obtained skill in a new approach, will then transfer that skill into their active repertoire and use the new approach regularly and sensibly unless they receive additional information. However, when the coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire. While the major portion of this article is devoted to the coaching process, we want to emphasize that the other components are extremely important if skill is to be obtained. Unless people develop skill in a new approach, they have no chance whatsoever of adding it to their repertoire. Coaching without the study of theory, the observation of demonstrations, and opportunities for practice with feedback will, in fact, accomplish very little. (p. 5)

The quote above demonstrates the role of Coaching as an important component of teacher professional development that fills the gap between what teachers know and what they apply in their teaching practice to support student learning. Furthermore, coaching alone and training alone are not sufficient for high quality teacher professional development. What forms a powerful alliance for the successful in-service training of teachers is the combination of both forms of training to maximize teacher knowledge, competence, and skill development, as well as the successful use of the knowledge, competence, and skill in the classroom to support student learning. Though we have discussed that there are many factors

that play a role in successful implementation of in-service training for teachers, it seems that this recipe that combines training with coaching is a straightforward solution to many of the problems reported in the previous chapter concerning the successful implementation of in-service training for teachers, especially since research on the benefits of coaching has been made available over the past 40 years. Notwithstanding, some countries have made better efforts to explore the benefits of this in-service training format, while others, including the case of Cape Verde, are, potentially, slowly beginning to understand coaching as an ally.

In their further discussion of the importance of successful implementation of new practices in the classroom, Joyce and Showers (1982) explained the intricacies of implementing a new teaching skill into the classroom. They explained that:

...once a teaching skill has been obtained, it needs to be transformed when it is transferred into the active repertoire. The conditions of the classroom are different from training situations; one cannot simply walk from the training session into the classroom with the skill completely ready for use. It has to be changed to fit the classroom conditions. The appropriate use of the skill in the context also requires that an understanding of students, subject matter, objectives to be achieved, and dimensions of classroom management all be...clearly understood so the skill can be used appropriately...successful transfer requires a period of practice of the skill in context... (p. 5)

By means of this, it is also not sufficient for teachers to learn the skill, but they must also learn how to use it in their classroom setting, how to adapt to better fit the needs of their students. While implementing a new skill, many factors are at play that might have an influence on whether the skill and/or practice is used correctly or not. Joyce and Showers emphasized that practice is key while implementing a new skill. Consequently, we see the significance of coaching yet again, this time in the process of practice and feedback as it may take time for both teacher and student to adapt to the new teaching practice while the teacher strives to master the skill. To overcome the challenges of “transfer”, the authors shared three strategies: predicting the transfer process during the training cycle, attaining the highest level of skill development during training, and developing great understanding about how the model works and how it can be adapted to fit the teaching environment (p. 6). In this

process, teachers must be involved, willing to go through trial and error as they learn and try to implement a new teaching practice.

The coach supporting the teachers must also be focused on providing the support as well as effective feedback to help the teacher successfully implement the skill in the classroom. Considering all the pieces that must be put in place for successful coaching to occur, Joyce and Showers also explained the coaching process as involving five major functions: 1) providing companionship, where teachers have the opportunity to share a difficult process with another human being; 2) providing technical feedback as the team members in the coaching process provide feedback to one another in the practice of new teaching models; 3) analysing when and how to successfully apply the new teaching practice in the classroom; 4) adapting to students and receiving successful response from them; 5) facilitating the practice of new skill by involving the teacher in a team that helps them feel good about themselves in the process (p. 6-7). Therefore, the coach has a major role in ensuring that the process of coaching performs its functions and provides teachers with the support they need. Though Joyce and Showers stated that there is uncertainty as to who should perform the task of a coach, there is an understanding that the coach must be willing to get involved in the process with an honest attitude to support teacher and student success.

In 1996 Joyce and Showers looked at the evolution of coaching pre-1980 to current practice in 1996. They found that after learning that effective coaching practices were successful in helping teachers implement learned practices in the classroom, a shift in how the organization of the educational system began to form, with the understanding that the lack of success in professional development was not to blame on teachers, but that extra support should be offered in the form of coaching to help teachers implement practices learned during training (Joyce & Showers, 1996).

Though they mentioned different types of coaching, including technical, collegial, team, challenge, and cognitive coaching, their approach to coaching was focused on peer coaching was based on certain principles that showed to contribute for its success. Table 7 below summarizes these principles.

Principles of Peer Coaching by Joyce and Showers (1997)

- When working with entire faculty members, they must all agree to be members of peer coaching and a) practice or use the change they have decided to implement; b) support each other in the process by sharing materials, lessons, and instructional objectives planning; c) collect data on the implementation process and how they affected students' educational goals.
- The omission of verbal feedback appeared to be necessary as when teachers gave each other feedback, it tended to become "evaluative".
- The word 'coach' was re-defined as the person observing was the one being coached, and the person teaching was the coach, since they were the ones demonstrating the practice.
- Though it was believed that the "essence" of coaching was the opportunity to give and receive feedback, Joyce and Showers believed that Coaching was crucial in helping teachers learn from each other through working together while planning instruction, developing support materials, watching each other teach, and sharing thoughts "...about the impact of their behaviour on their students' learning" (p. 4).

Table 7: Joyce and Showers' Principles of Peer Coaching, 1997.

More recent studies focusing on coaching have supported Joyce and Showers in that effective coaching practices are crucial for successful implementation of coaching. However, we found that with more experimental studies conducted over the years, there was a slight shift from what Joyce and Showers considered to be effective coaching practices specifically in what pertains the omission of verbal feedback as suggested by Joyce and Showers to prevent feedback from being "evaluative". According to Pierce (2015), effective coaching has three critical components: observation, modelling, and feedback. She discussed coaching as an activity that can happen in two different cycles: an observation and feedback cycle, and an observation, modelling, and feedback cycle.

In the observation and feedback cycle, the coach has several opportunities to observe the teacher in the implementation of a new practice in the classroom, then later meet with the teacher to discuss the observation. Several authors including Scheeler et al. (2004), Stormont et al. (2015) have conducted research on this modality of coaching and consider observations to be a moment for the coach to collect information on how a teacher uses a learned teaching practice, followed by a moment of feedback where they talk about how the practice was implemented and the coach provides feedback on what went well and what improvements need to be implemented. This body of research shows that "...observing and providing feedback is highly effective in improving teacher practice." (Pierce, 2015, p.12).

In the observation, modelling and feedback cycle, the addition of modelling provides the teacher with the extra opportunity to also watch the coach implement the practice, instead of only receiving feedback from the coach on how to better implement the practice. Coaches may use modelling on-the-spot, or this might be arranged, regarding the implementation of a practice that had not correctly been implemented by the teacher. The coach then implements the practice with the students so the teacher can observe how the practice can be implemented. Modelling can also be implemented outside of the classroom when students are not present, and even though this can also help teachers understand how the practice can be properly implemented, it does not help teachers understand how the practice affects students as in-classroom modelling does (Pierce, 2015).

The shift in the use of feedback as a crucial component of coaching is due to research that has shown how feedback should be offered and what this feedback should look like. Feedback is based on data collected during observation. This data can be formal (student engagement for instance) or informal (anecdotal notes for instance) and can be provided in written or oral form (Pierce, 2015; Scheeler et al., 2004; Neuman & Cunningham, 2009). However, for feedback to be effective and show an impact on teacher practice and student learning it must be specific, positive, corrective if needed, and immediate, being delivered within a day's time of observation (Pierce, 2015; Scheeler, et al., 2004; Solomon et al., 2012). Joyce and Showers concern about feedback having a negative impact on the coaching process was based on feedback taking the form of an evaluation instead of simply providing support for good practice implementation. With more current research, we know that the relationship between the coach and the teacher is a determinant on whether feedback is effective or not. Pierce (2015) discussed coach and teacher alliance, also called positive relationship, as another critical component of coaching. Many authors who have focused their research on the field, have also found that a positive relationship between the coach and the teacher is critical for the success of the coaching process (Pierce, 2015; Wehby, et al., 2012; Ippolito, 2010; Vanderburg & Stephans, 2010; Johnson et al., 2016). Furthermore, it was found that there are many factors that may influence coach-teacher alliance, specific strategies can be implemented to help build and maintain coach-teacher alliance, and that alliance is more than a form of support for the coaching process (Pierce, 2015).

Alliance building can be influenced by several factors including 1) interpersonal skills, such as the coach's ability to communicate effectively, inspire trust in the teacher and show understanding that coaching is not an evaluative process (Pierce, 2015; Ippolito, 2010; Johnson et al., 2017), 2) collaboration skills that provide support in meeting teachers' specific needs and goals, and the ability to show that the process of coaching is teamwork; 3) the coach's knowledge and expertise in the subject area in which they are coaching, and their ability to provide effective feedback to the teacher; 4) how local school administration takes an active role in clarifying the purpose of coaching (Pierce, 2015; Ippolito, 2010, Johnson et al., 2017, Neuman & Wright, 2009). These factors show that being a coach requires two stages of work: coaches need to undergo training prior to coaching teachers not only to learn about the steps in the coaching process, but also to be able to develop the skills they need to successfully do their job. There are discussions around how coaches should be chosen; however, and as research has shown, there are factors that need to be taken into consideration when deciding who can become coaches, including interpersonal skills and specific training in the subject area as well as in the coaching process.

Additionally, when looking at specific strategies that can be implemented to help build and maintain coach-teacher alliance, research has found that specific strategies can be used for alliance building: strategies for interpersonal skills, strategies for collaboration, and strategies for expertise (Pierce, 2015). When building interpersonal skills, it is recommended that coaches get to know teachers on both a personal and professional level through sharing, careful listening, and empathizing with their stories, and communicate effectively by avoiding expressions that can be viewed as being hostile towards teachers. When focusing on collaboration, research shows that it is important for coaches to specifically address the needs and goals of the teachers, to systematically take steps to help them achieve their goals, and to always make it clear that they are both working together towards the same goals. When it comes to conveying expertise, it has been found that providing regular positive feedback to teachers can help them make the connection between their practice and changes or improvements observed in the classroom. Coaches can also show expertise by using their depth of knowledge to explain different concepts to teachers and guide them towards their goals (Ippolito, 2011; Pierce, 2015).

On the other hand, researchers found that there are practices that have proven to be ineffective and detrimental to the coaching process, including "...1) confrontations; 2) being overly critical or pejorative; 3) assuming the therapist/coach knows what the client/teacher thinks about therapeutic progress and alliance; and 4) remaining rigidly tied to a specific treatment/coaching plan without regard for the clients' needs and goals." (Pierce, 2015, p. 23). Considering this, we would go as far as to point out that apart from the factors already pointed out for effective coaching, a coach must have personal qualities that allow them to detach from their egos and focus completely on guiding the teacher's goals and meeting their needs so that effective teaching practices can occur in the classroom, leading to positive student learning and success.

Moreover, alliance is not simply a support strategy in the coaching process. Research has shown that alliance has a pivotal impact in the success of coaching. For many teachers, coaching brings a certain discomfort and as much as it is not an evaluative process, having someone sit in your classroom and watch as you teach can be intimidating to many, and can certainly feel like being evaluated. Therefore, alliance building becomes crucial as the process of coaching unravels, so if there is a climate of mistrust between the coach and the teacher, the teacher may check out from the process and become unwilling to collaborate for the established goals. The bottom line is a negative relationship between a teacher and a coach will impact the coaching process negatively, preventing them from working together, ultimately preventing teachers from receiving support for successful implementation of new practices (Pierce, 2015). Therefore, Figure 3, as proposed by Pierce (2015) demonstrates how effective coaching has, indeed, four components: observation, modelling, feedback and alliance building. As previously pointed out, Pierce discussed two cycles of coaching, and in her research concluded that the cycle that includes observation, modelling, feedback, with the addition of alliance building presents a better opportunity for a successful coaching process. As evidenced above, alliance building is as much an important component of the coaching process as the other three.

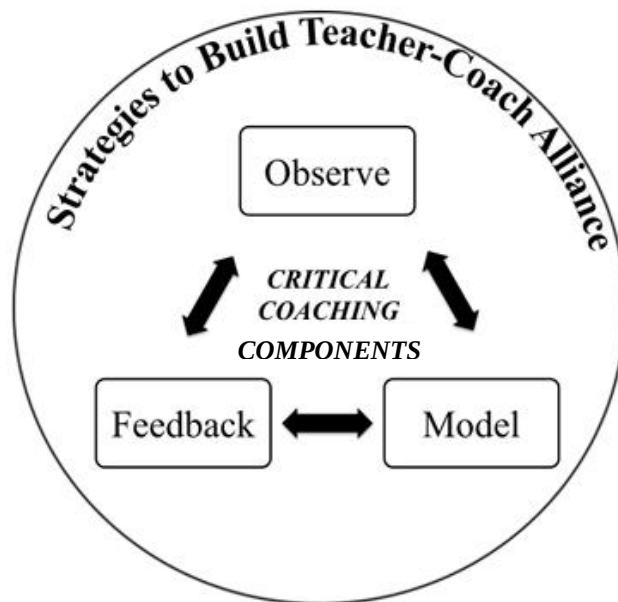


Figure 3: Pierce's Representation of the Four Components of Effective Coaching, 2015.

Other more recent studies have investigated coaching as an effective form of professional development. Hawk (2020) discusses three different coaching models that have developed since the pioneering studies were shared in the early 1980s: teacher-centred coaching, student-centred coaching, and differentiated coaching. Teacher-centred coaching, as the name suggests, places focus on helping teachers improve their instructional practice through coaching cycles that focus on helping teachers develop awareness of their practice implementation, and how to adapt and/or change the practice (Sweeny, 2013; Hawk, 2020). On the other hand, student-centred coaching is an approach that directs the focus of coaching at improving student success, with focus on coaching cycles that are based on how well students are performing, and how to improve their performance. Here, student progress is monitored, and teacher intervention is adjusted with the help of a coach to promote student success. Finally, differentiated coaching focuses on a perspective that allows coaches to consider teachers' individual needs, personalities, and goals. The coaches can then adapt their strategies to meet the needs of teachers and help them achieve their goals. This coaching approach allows the coach to work with teachers on both instructional practice and student performance (Sweeny, 2013; Hawk, 2020). Ultimately, we understand the purpose of coaching to be directly connected to student improved success. When we focus on helping teachers implement the best teaching practices in their classroom, the pinnacle of the entire process is to ensure that students have the best chances of succeeding in their education

journey. For instance, Lofthouse (2019) conducted research with a group of six coaches through focus group sessions to discuss the benefits of coaching in education as well as their own coaching practices. Results showed that coaching can contribute to teacher professional development as well as to other players in education. The participants described what strategies and tools they used to implement the coaching process. Though this research only offers the perspective of coaches, it is a relevant addition to the body of research that has contributed to informing educators about the benefits of implementing this form of professional development, and most importantly, how to successfully implement it.

4.4 Remarks

In this chapter we have looked at two components that we find crucial for successful in-service training of teachers: curriculum development for in-service training and coaching for improved teaching practice and successful learning.

We have discussed three aspects of successful curriculum development, including the parts of the process, the importance of curriculum development for in-service training, and the different elements to be considered when designing in-service training for teachers. Studies have shown that the process of successful curriculum development includes four parts: developing the curriculum, developing the content, implementing the curriculum, and finally, evaluating the curriculum. In addition, the development of curriculum for teacher in-service training is a broadly discussed subject, with several researchers providing guidelines to guide the practice and promote successful teacher training. Among relevant researchers we have Darling-Hammond et al. (2017) and Desimone and Garet (2015), that have all provided guidelines for IST curriculum developers to focus on. These guidelines are similar in several aspects. They consider collaboration, content, and duration as important components of successful training development, with Darling-Hammond et al. adding the component of coaching as a crucial part of successful training implementation. We have found that, careful planning and involvement of teachers in the process are important for in-service training development and implementation.

When researching coaching as a model for successful in-service training, we found that there is a significant body of research conducted over the course of the last forty years. This research, conducted by different researchers, in different settings and over different periods of time shows a common understanding that coaching, when effectively implemented, is an

effective model for in-service training of teachers as it provides teachers with the opportunity to improve the implementation of new practices, helping their students improve school success. However, research also shows that coaching can be difficult for teachers to get used to as it can easily be mistaken as being evaluative if not successfully planned and implemented. Therefore, coaches must follow a set of strategies to ensure that they have a positive relationship with the teachers they are working with.

When reviewing the research conducted in the field, we were also able to identify reasons why pairing training with coaching can improve teacher practice and student learning, as well as the importance of successful implementation of training and coaching. Joyce and Showers research showed that only 10% of teachers implemented what they learnt from training alone. Furthermore, research showed that learning a new skill is not guarantee that teachers will implement this skill in their teaching practice. Adding to this training shortcoming, we also question to what extent we can consider that teachers learnt a new skill from sitting for training on a specific subject without an opportunity to put the knowledge into practice. However, we do not intend to question the importance of training, as we consider training to be an important component for teacher professional development. Our argument centres on the fact that training constitutes part of the process in providing effective professional development for teachers. There's a visible need for training to be complemented by a second part of the process, which would focus on providing teachers with the opportunity to practice the skills that translates the knowledge acquired into actual practices in the classroom. This can be achieved, as shown by research, when we pair successful training with successful coaching. We have focused on discussing successful coaching as being crucial for successful professional development, but we also argue that successful training is also crucial. Training design and implementation also play an important role on teachers' learning process and will set the stage for successful coaching implementation. Additionally, considering the need for successful training design and implementation, we highlight teacher needs, motivation, and willingness to participate in training. When training is tailored to meeting teachers' needs, it increases the chances that teachers will be motivated to participate and have an open mind to learning from the process. On the other hand, considering the need for successful coaching implementation, we emphasize that there are many factors that play a role on teacher practice. These factors include teaching settings, student response, and teachers' open-mindedness and willingness

to try as many times as they need to successfully implement a new practice. A practical example would be the fact one group of students may respond positively to a specific practice taking fewer attempts at successful implementation, while the same practice might not work as well with a different group of students, forcing the teacher to try different strategies multiple times to successfully implement the practice. With the support of a coach, the chances that the teacher will not give up on their goals are higher, provided that the teacher and coach are working efficiently together.

As evidenced, there are many pieces to the puzzle of successful coaching and training for teacher improved practice, but we do know that when all the pieces are properly connected, we can be successful in contributing for better teaching practices and learning experiences for students. As we gained a better understanding of the impact that successful coaching has, and the research that already exists to back it up, we are compelled to question why more countries are not using this strategy, especially developing countries that point to lack of resources as a challenge for professional development. Coaching can and should be implemented at the local level, giving teachers support that can be provided by their peers once they are effectively trained. Though some studies conducted in developing countries pointed out peer support as a strategy to overcome training challenges, coaching seems like a model that could indeed help solve some of these challenges if effectively implemented.

CHAPTER V – METHODOLOGY

5.1 Introduction

Throughout this research, data was collected through a mixed methods approach, using both qualitative and quantitative strategies for data collection. According to Johnson and Christensen (2014) “mixed research involves the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics” (p. 29). The use of both open-ended data (qualitative) and close-ended data (quantitative) has allowed for the collection of different types of information (Creswell & Creswell, 2018). This method was chosen because of its added value to this research, by making it possible for the collection of data needed to answer the proposed research questions, since some questions required qualitative data collection, and others quantitative data collection. Mixed method, also known as *mixed research*, *mixed methodologies*, *multimethod*, *qualitative and quantitative research* (among others), emerged in the late 1980s and early 1990s based on research done in many fields including but not limited to education and management (Creswell & Creswell, 2018). It emerged due to the need for conducting research aiming at answering questions that required the collection of both qualitative and quantitative data. It was chosen for this project due to its ability to minimize study limitations by making data collection comprehensive.

The mixed method includes three major designs: convergent design, explanatory sequential design, and exploratory sequential design. In the convergent design, there is only one phase where both qualitative and quantitative data are collected, then analysed separately for result comparison and findings. In the explanatory sequential design, there are two phases. In the first phase, quantitative data is collected, and results are identified. In the second phase, follow-up research is applied using qualitative data collection. In the exploratory sequential design, there are three phases: first, qualitative data is collected and analysed. In phase two a feature for testing is designed based on the results from phase one. In phase three, quantitative data is collected and analysed based on the implementation of the developed feature (Creswell & Creswell, 2018).

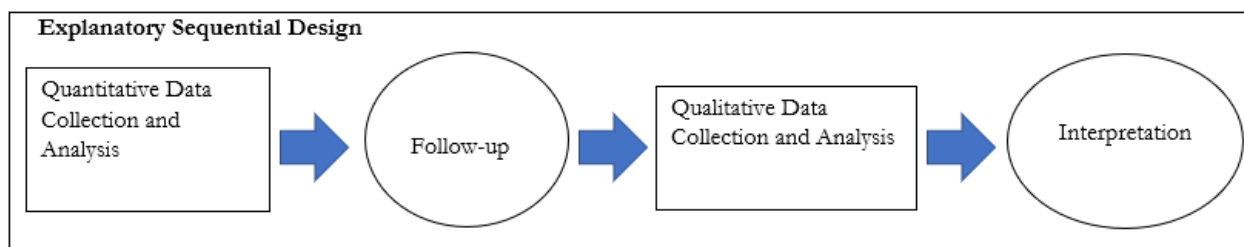


Figure 4: Creswell and Creswell's Explanatory Sequential Design, 2018

The design used for data collection was adapted from the explanatory sequential design, exemplified in Figure 4. Initially, this design was proposed because it fit the need for collecting mixed data at the different phases of the research. However, as the research progressed, it became clear that there was a need to adapt the Explanatory Sequential Design to better fit the research structure. Therefore, Figure 5 shows the adaptations made to this design and implemented during the study.

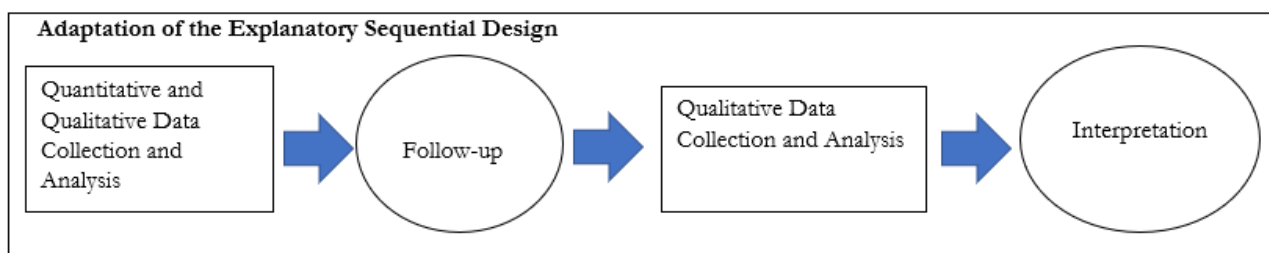


Figure 5: Adaptation of Creswell and Creswell's Explanatory Sequential Design

The adaptation of the Explanatory Sequential Design was implemented in two phases of data collection and analysis. During phase one, mixed data was collected through a teacher survey applied to teachers at the national level to reinforce a bottom-up approach in needs assessment, to collect demographic information and to understand teachers' attitudes towards in-service training. During phase two, information from the needs assessment survey was used to develop and implement an in-service training model where training sessions were paired with strategic coaching to promote improved practices and subsequently improved student learning.

5.2 Phase 1 – EFL Teacher In-Service Training Survey

5.2.1 Survey Design

Survey design is a “complex procedure” for the collection of research data, and it involves several steps that a researcher needs to take to come up with a finished product. (Saris & Gallhofer, 2014). The following paragraphs discuss the characteristics of a well-

designed survey questionnaire, the steps that were taken to achieve a well-designed survey questionnaire for this research, as well as a breakdown of how the survey questionnaire was structured.

According to Crawford (1997), when aiming for a well-designed questionnaire, a researcher must consider the following: a) meeting the research objectives, b) obtaining information that is as complete and accurate as possible, c) making it easy for respondents to give the information that is asked of them, and d) keeping the survey brief so that respondents remain interested throughout the end. While considering Crawford's criteria for a well-designed survey, it is important to discuss the challenges of excelling at following and implementing all four criteria. Foremost, and as per what has been experienced while conducting this research, meeting the research objectives proved to be the least challenging criteria. This is so, because the survey was designed to, through the survey respondent views, provide insight regarding the research questions that guided the research: (1) What are the needs for EFL teacher in-service training in Cape Verde? (2) What specific content should be included in an in-service training program to foster successful EFL teaching in Cape Verde? (3) What are the attitudes of Cape Verdean EFL teachers towards in-service training? (4) How can an in-service training program translate into better classroom practices and be made accessible to teachers in the different islands of the country? The survey questions were designed to gain perspective on what the views of Cape-Verdean EFL teachers on the questions above were.

In contrast, obtaining information as accurate and complete as possible proved to be a criterion that was more difficult to control since once teachers received the survey, it was up to them to include the information we needed in every one of the questions. The chosen format of survey application was an online survey that teachers accessed through a web link. Therefore, except for a 6-digit code that every participant had to provide, teachers had the freedom to choose whether they wanted to answer all questions. This is to say that teachers had full control of which questions they answered and which questions they didn't. We sought to overcome this barrier by attempting to make it easy for respondents to provide the answers, by designing questions that were easy to understand and by conducting a survey test before sending out the final version. Lastly, keeping the survey brief was perhaps one of the most difficult criteria to follow. The final version of the survey contains 25 questions

(Appendix A). The decision to keep all 25 questions was made after a pre-testing phase, where teachers indicated that the length of the survey did not play a negative role on their willingness to fill it out.

In addition to considering Crawford's criteria for a well-designed questionnaire, research conducted by Saris and Gallhofer (2014) also played an important role in the design and implementation of the survey in two different ways. First, Saris and Gallhofer's proposed choices in survey design were paramount in the initial process of decision-making regarding survey design. The choices are as follows: topic of research, most important variables, data collection methods, operationalization, pre-testing, formulation of final survey, choice of population and sample design, implementation/field work. (p. 60). Second, their 3-step procedure for designing requests for answers allowed for the specification of how the questions would be formulated. The 3-steps are as follows: 1) concepts by postulation and concepts by intuition, 2) from concept by intuition to assertions, and finally, 3) the formulation of request for an answer (p. 65). The following sections detail how each criterion by Saris and Gallhofer shaped the structure of the survey.

Choices in survey design

It was established early in the research process that the survey would be designed for EFL teachers across the Cape Verdean islands, naturally the target population for the present research. It was also established that the survey would take the form of an online questionnaire as to make distribution and access easy for teachers across the islands. While the topic of research had already been established prior to deciding which questions would be included in the survey, debating on which variables to measure in the survey was an important initial step in ensuring a well-designed survey. Following Saris and Gallhofer's statements on the need to establish the variables to be tested, and in accordance with the established research questions, three variables were set to be measured by the survey. The first variable intended to identify teachers' specific in-service training needs, as well as characterize their participation in previous in-service training. The second variable intended to measure teachers' attitudes towards in-service training, including their willingness to participate in training, as well as their opinion on training hours being considered as a requirement for career progression. The third and last variable focused on demographics, collecting information on teachers educational and professional backgrounds.

Another important choice, or perhaps, choices, concern the operationalization of the survey. Operationalization, as explained by Saris and Gallhofer, *"is the translation of the concepts to the questions."* (p. 6). Considering that question formulation demands careful planning and decision making in terms of what terminology to use, this is perhaps the most challenging process in survey design, as it has a direct impact on whether the intended information will be collected or not. Even though the issue of question design will be further discussed in the 3-step procedure section, we cannot proceed without diving into what operationalization entails: choosing the subject and dimension, choosing the formulation of the question, and choosing the response categories. We proceed to analyse each of the three criteria below.

In the process of question design, the researcher must first define what the subject of the question is, as well as the dimension in which the chosen subject will be evaluated. For example, when asking teachers about their previous experience with IST training, let's consider the following question: a) *Did the IST sessions that I attended in the past year focus on relevant content for my current job functions?* In survey design, one would take it to analyse this question using different factors to assess its quality; however, the purpose of this example is to look at the subject and the dimension, hence, we will focus on that. Ergo, we can identify previous IST sessions as the subject of our question, and relevance as the dimension in which we want to evaluate the question. Once we decide what our subject is, we can choose to evaluate it in different dimensions. If we formulate the question in the following way: b) *Did the IST sessions that I attended in the past year focus on crucial content for my current job functions?* Here we have kept the subject, but we have changed the dimension to, instead of asking about its relevance, asking about its cruciality.

After deciding on the subject and dimension, comes the second decision: choosing how to formulate the question. There are many possibilities in which a question can be formulated, and the choice of words can have a direct influence on the response provided, if we consider, for instance, the ease at which the participant will understand what is being asked. Let's consider different versions of example a): c) *Please tell me if the IST sessions that you attended in the past year focused on relevant content for your current job functions.* d) *Do you agree or disagree with the following statement: the IST sessions that I attended in the past year focused on relevant content for my current job functions.* When comparing

examples, a), c) and d), it is observable that the subject and dimension remain the same. What does change, is the choice of format and wording used to ask the questions. One major difference is that in examples c) and d) we switch from a first-person point of view to a second person point of view, which indicates that there might be a direct interaction between the participant and the person who asks the question. This can be observed when the data is being collected via interview. In the case of this research, though, answers were collected through an online questionnaire, hence, questions were asked in the first person to allow the participant to connect to their experiences.

The next step would be to choose the response categories for the question. This has to do with the scale in which we intend to collect responses. If we look at examples a), c) and d), the first two are set-up to collect a yes/no answer, which would require, in some cases, that a follow-up question be asked if we wish to look at the factors that justify the yes/no answer. However, example d) opens the possibility of introducing a different measuring scale, for instance, a 5-point scale might ask the participant to select one of the following options: strongly agree, agree, don't agree nor disagree, disagree, strongly disagree. This will allow the data to be analysed in a different way than a yes/no answer would be, because it provides a break down and allows the participant to be more specific in their answer.

Finally, the researcher must decide if additional text is needed to be included in the questionnaire. Additional text may be helpful to provide the participant with supplementary information to allow them to provide the best answers possible, especially when there is no intermediary (interviewer) asking the questions, which would be the case of paper and online surveys. Additional text may include an introduction that explains the purpose of the research, instructions, as well as other information concerning the data protection and confidentiality. Moreover, additional text may include definition of key terms and other additional information that the researcher might find relevant.

Operationalization is indeed a crucial part of survey design, as the choices made at the question level are paramount to a well-designed survey. However, once the questions are set, the next step proposed by Saris and Gallhofer (2014) is pre-testing. This might even be considered the second stage of operationalization, because it involves taking steps to ensure that the questions are adequately designed to collect the data that was intended to be collected in the first place, as well as to minimize any difficulties and ensure that it is as user

friendly as possible. Saris and Gallhofer discuss several ways to check the quality of the questions, including organizing expert panels, using a computer-program, and conducting a pilot study with participants. Fisher (2020) also proposes ways to pre-test a survey, including: respondent debriefing, cognitive interviewing, expert evaluation, focus groups, experiments, pilot surveys, data analysis. Fisher also states that pretesting a survey is crucial to ensure that possible problems are detected and fixed before sending out the final version.

For the purpose of this research, and considering factors such as resources, time, as well as survey quality, it was decided that the best testing mechanism would be to conduct a pilot survey. This is the best option to test the feasibility of the survey considering that there were no resources available for the other options mentioned above, as well as the fact that a substantial amount of time might be needed to successfully complete any of the other proposed testing strategies. Furthermore, and from a participant-focus approach, it was crucial to receive feedback from the teachers themselves as to ensure that they would be able to understand the questions, along with being able to answer them using the means chosen for the research. The development of the pretesting phase was inspired by Fisher's six criteria that should be the focus while pretesting a survey: comprehension, logic and flow, acceptability, length and adherence, technical quality, introduction and gaining consent (Fisher, 2020). Before the survey was sent out to a group of participants for testing, a final question was added to collect feedback on the six criteria above. Participants were informed that this was a pilot-survey, and they were asked to answer all questions and to provide their feedback in the last question. They were asked if the introduction and the questions were clear and if there was a logical flow to the organization of the survey. They were asked if they were offended by any of the question, in any way, and if the length influenced their willingness to answer all questions. They were also asked if the survey platform was easy to use or if it posed any challenges to them while responding.

In the final steps of implementing the choices proposed by Saris and Gallhofer, the feedback collected from the pretesting phase was used to optimize the survey and to design a final version that was then sent out at the national level. Once the platform as well as the structure of the survey were finally set, it was distributed via various means to EFL teachers in Cabo Verde, including via email and social media.

The 3-step procedure for designing requests for answers

We have experienced that the process of question design is quite complex, as it involves careful thinking on how to transform ideas into questions that will give us the answers that we want to analyse. Saris and Gallhofer (2014) state the following:

The effects that the wording of survey questions can have on their responses have been studied in depth by Sudman and Bradburn (1983), Schuman and Presser (1981), Andrews (1984), Alwin and Krosnick (1991), Molenaar (1986), Költringer (1993), Scherpenzeel and Saris (1997), and Saris and Gallhofer (2007b). In contrast, very little attention has been given to the problem of translating concepts into questions (De Groot and Medendorp 1986; Hox 1997). Blalock (1990) and Northrop (1947) distinguish between concepts-by-intuition and concepts-by-postulation. (p. 15)

In analysing the quote above, one of the most important factors when collecting information through surveys is ensuring that we are asking for the information in a manner that will, as best as possible, provide the most accurate data for analysis. We agree that wording the questions require careful consideration and can have a defining impact on the data collected; however, there are other factors that may influence how one answers a question. We can also consider the participants environment, their surroundings as well as their internal disposition, in terms of how focused (or not), as well as how well-rested (or not) they might be at the time when they respond the questions. However, these are factors that cannot be controlled by the researcher. With the understanding that we see factors other than the survey wording as major influences in how participants respond, we agree that focusing on designing the questions in the right way will maximize the collection of accurate data.

Based on Saris and Gallhofer's 3-step procedure for designing requests for an answer, we first defined the variables that we wanted to research and proceeded to transform them into questions. Even though the 3-steps are quite complex in what they entail, we attempt to simplify their intricacies here, in accordance to how they were perceived and implemented in the process of transforming the variables into questions.

The first step concerns with the specification of concepts by postulation and concepts by intuition. These two concepts are complex in their meaning. Concepts-by-intuition tend to have an evident meaning while concepts-by-postulation, on the other hand, would require a

definition because they are less evident (Saris & Gallhofer, 2014). In designing survey questions, one needs to have clear understanding of the concepts so that they can then be translated into questions. For instance, if in analysing teachers' attitudes towards IST, we would not directly ask teachers about their attitudes towards IST. We would define this as our variable or concept by postulation because participants might not be immediately clear on how to answer the question. Hence, how would the researcher collect the data? The answer is simple, the concept-by-postulation needs to be transformed into concepts-by-intuition, which in this case would include the following: teachers understanding of what IST is, their feeling towards IST, and finally, their action tendency which would look at how likely they are to participate in IST sessions or not. By breaking down the concept by postulation into concepts by intuition, the researcher can now design the questions that would collect the data needed to analyse teachers' attitudes towards IST. Once translated into questions, we have the operationalization of an attitude toward IST.

The second step in the procedure is transforming concepts-by-intuition into assertions. Considering that there are many ways in which a question can be formulated, it is important to make sure that the questions represent the concept-by-intuition. Therefore, prior to designing the question, Saris and Gallhofer suggest transforming the concepts by intuition into assertions. To exemplify, let's consider the concept by intuition regarding teachers' action tendency to participate in IST session. An example of how this could be transformed into an assertion is as follows: a) *participating in IST sessions is a great way to improve my teaching skills*. This example only represents one possibility in transforming the specific concept by intuition into an assertion. There could be many other ways to assert a concept, and that is why it is important to carefully consider wording even at this level in survey design.

The European Social Survey (ESS)⁶ has classified concepts-by-intuition into basic concepts that can be easy to understand. For instance, the basic concept of evaluation can be exemplified by the ESS concept of evaluation of services. An example could be: *IST trainers were qualified and demonstrated competence and knowledge of the subject matter*. Further,

⁶ The concepts by intuition exemplified above have been measured by the ESS (2002) and can be found here: <https://ess-search.nsd.no/en/study/e83a01d7-f872-4c9a-b1e3-14961ab3c550>

the basic concept of feeling can be exemplified by the ESS concept of satisfaction with something. Translated into an assertion, this could look like: *I am satisfied with the trainers' qualifications*. Finally, the basic concept of demographic could be exemplified by the ESS concept of age, and in this case, an example could be: *I am younger than 35 years old*.

The third and last step concerns formulating requests for answers. These are not just simply called questions because there are many ways in which one can request a participant to give information. While designing the survey questions for this study, we adopted the following procedure, based on Saris and Gallhofer's research: We first defined the topic and concepts to focus on. Then we proceeded to transform the concepts into assertions, and finally, the assertions were transformed into requests for answers. There are two types of requests for answers: direct and indirect requests (Saris & Gallhofer, 2014). Direct requests can be formulated in a variety of ways that fall into two categories: instructions and requests. A direct instruction is given to the participant in terms of what he or she must do. An example would be: *Write the island where your school is located*. On the other hand, a direct request, at the sentence level, would be a question where there is an inversion of the auxiliary (like in the present simple interrogative form for instance) or questions starting with Where, What, When Who, Whom, the so called WH-questions. For example: *Do you prefer face-to-face or online training? When did you start teaching at this location?*

Indirect requests for an answer can also take various forms, and they tend to use expressions that indicate politeness. They can also take the form of imperative-interrogative requests (*Specify, when did you start teaching at this location?*), interrogative-interrogative requests (*Can you please tell me when you started teaching at this location?*), declarative-interrogative requests (*I would like to ask you when you started teaching at this location.*), interrogative-declarative requests (*Do you believe that face-to-face is better than online training?*) and more than two parts requests - combination of direct and indirect requests for answers were used while designing the survey, specifically, direct requests with WH-questions as well as direct instructions, interrogative-interrogative indirect requests and imperative requests.

5.3 Phase 2 – In-service Training Model Design

One of the main factors that motivated this study was to discover ways in which EFL teachers could participate in IST that would be tailored to their needs, consistent and that

translated into improved practices in the classroom. While designing a model that would translate into best practices in the classroom, and therefore better learning experiences for students, we developed a concept that merged training and coaching together. As discussed previously, research has shown that professional development in the form of training without a form of follow-up in the classroom does not guarantee that the knowledge and/or skills acquired during training will translate into better teaching practices. Thus, a series of steps were followed as we developed the training methodologies as well as coaching practices that were tested. In the following pages we discuss the factors that were considered as we developed the training sessions and coaching practices. Furthermore, we also outline the procedures that were followed in implementing the designed model.

5.3.1 Designing Effective Training for Cape Verdean EFL Teachers

According to Darling-Hammond, Hyler and Gardner (2017), there are seven elements of effective in-service training for teachers. They are content focus, active learning, collaboration, use of models and modelling, coaching and expert support, feedback and reflection, sustained duration. The training model proposed incorporated all seven elements in different modalities as discussed below.

Content focus means that training was developed and tailored to the specific subject area that teachers teach, as well as the content that they teach. In addition, content focus training tends to take place in the teachers' classroom as they discover better practices to provide students with a positive learning experience. This element was incorporated in the model proposed in many ways. First, training topics were specific for English as a foreign language in Cape Verde subject area and were selected to support teachers in developing and recycling skills and competences for best teaching practices. Furthermore, through coaching, teachers were able to set goals, select strategies to achieve these goals, implement the strategies in the classroom, and adjust as needed with the support of a coach.

The second element, active learning, means that when designing training for teachers, we should consider not only what training should focus on, but how teachers should learn during training. Having an active role in their learning experiences may include teachers selecting the topics that they feel the need to improve upon, as well as bring in their classroom experiences while participating in interactive (not lecture-based) in-service training. While designing the training sessions, one important element that we wanted to

reinforce was that participants' experiences in the classroom were key to each training session, and each session was designed to promote experience sharing and reflection on own practices. Several activities were also implemented throughout training sessions that served as models that teachers would implement in the classroom with their students.

Collaboration creates a community and by sharing experiences with each other, teachers can tackle challenges at the classroom level and explore different ways to deal with setbacks as they appear. Collaboration was a major part of the proposed model, as it was heavily present both in training session as well as in the coaching model selected. During training, teachers collaborated to brainstorm ideas, to round up their experiences, to pinpoint challenges and figure out possible solutions for these challenges. During coaching, teacher and coach relied on each other to successfully implement strategies and reach goals that were specific of student learning.

Use of models and modelling also plays a key role in effective training. During training sessions, we provided opportunities for demonstrations while discussing possible scenarios. The coaching model implemented proposes modelling as one of four effective coaching practices, and modelling would usually imply that an expert demonstrate how a practice should be implemented in the classroom while the teacher observes so that the strategy implemented can be also used by the teacher at a different time to attain the same goal.

Coaching and expert support are also an important element of training because they provide an opportunity for teachers to receive continued support as they work to implement competences and skills acquired in their classrooms. As part of this research, coaching was used specifically to ensure that teachers were using the skills, knowledge and competences developed during training sessions and implementing them to better support student learning.

Feedback and reflection are also an important element for effective in-service training, and throughout the study implementation, teachers were always provided with an opportunity to reflect on their practices, as well as to receive constructive feedback through the coaching model. Effective feedback is also one of the four effective coaching practices of the model adopted for this study, and teachers were able to receive systematic feedback as they implemented teaching strategies in the classroom.

The last element, sustained duration is also important. Studies have shown that one-shot workshop and seminar sessions provide little support for practicing teachers as it pertains to the implementation of new and improved practices at the classroom level. Therefore, duration is important to ensure that training is sustainable and produces results over time. The training model was implemented over a period of seven months, with training once a month for three months and the remainder of the time with focus on coaching meetings. Although the goal is to continue to work with the teachers yearly, for the purpose of this research, we report on the findings for the trainings that took place during the data collection phase.

Three important factors were considered while developing the proposed training, and they include the following: face-to-face training sessions, asynchronous support through Moodle, and coaching sessions. Below we provide an overview of the procedures as well as a description on how each of the three factors were developed.

One of the focus points in the teacher survey was to collect specific information on teachers' training needs. This information was used to inform the selection of the topics for the training sessions. Three topics were selected and each month, from April through June of 2021, teachers met with two facilitators to receive training on the topics selected. Each training session focused on one topic from the survey. The proposed model blends training and coaching to maximize the results at the classroom level with the goal of providing teachers continued support as they tried to implement a new technique/strategy in the classroom. The procedures for training implementation are described below.

5.3.2 Training Procedures

Training modules followed a learner-centred approach, co-facilitated by two trainers, one of which was the researcher. Using the EFL Teacher In-Service Training Survey, three training topics were selected and implemented over the course of three months- from April through June 2021. The selection of the training topics was based on teachers' responses to Questions 1 and 2 of the survey, which requested them to specify their interest in learning from specific designated areas, and to indicate any other areas that they would be interested in learning from. These topics are intercultural competence (IC) in EFL teaching/learning; classroom management (CM) and student engagement; and strategies for teaching EFL to young learners (middle school) versus older learners (high school). Each training module

lasted for approximately three to four hours and took place approximately one month apart. The training sessions were recorded and made available through Moodle, so that teachers could refer to them when they needed to.

Training module one: Intercultural competence in EFL teaching and learning

This was one of the top selected topics. Seeing intercultural competence as a broad topic, training focused on intercultural communicative language teaching. The goal was to help teachers incorporate intercultural competence skills in their classroom. To reach this goal, training focused on two aspects: the first aspect was helping teacher understand the concept of intercultural competence, as well as become aware of their own intercultural competence by discussing different scenarios and by reflecting on their own attitudes and stereotypes in and outside of the classroom. The second aspect was to figure out how to teach their students to be interculturally competent individuals while teaching them the English language. Thus, training was divided into three sections. During the first section teachers brainstormed and discussed the meaning of intercultural competence. The discussion was guided by the co-facilitators, who used teachers' ideas and responses to build a definition of the concept and ensure that everyone understood it. Section two focused on allowing teachers to reflect on their own experiences with stereotypes based on appearance, background, and culture. They were presented with a video depicting a situation where an individual was stereotyped based on his appearance and were asked to discuss the issues with the video, as well as their thoughts on why the characters' attitudes might have been positive or negative, or whether stereotyping was present or not, and why. Then, they were asked to reflect on, and share their own experiences being treated differently, or treating others differently, because of culture, language, and appearance. They first shared in small groups and then those who were comfortable were given the opportunity to share with the entire group. In the third section, participants were presented with the three elements of intercultural competence by Deardorff (2006), shown in Figure 6. In this section, teachers were invited to think about how to support students in developing the skills, knowledge, and attitudes to become interculturally competent individuals. They were divided into three groups, and each group focused on one of the elements. In their groups they were prompted to come up with activities they could implement in the classroom and what techniques they could use to help students develop the element they were assigned. At the end, each group

chose a representative to share the activities and techniques they came up with. At the end of the training session, participants were sent home with the prompt to select one of the strategies discussed and implement it in the classroom.

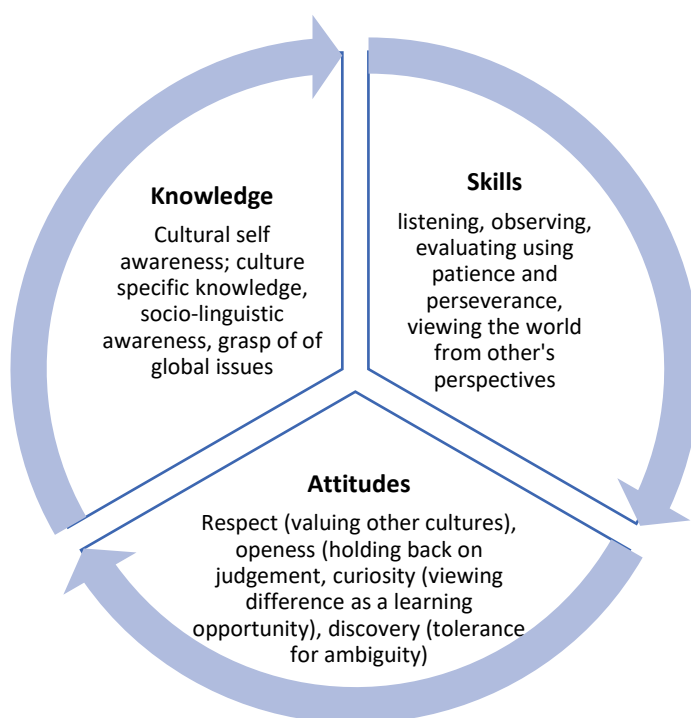


Figure 6: Deardorff's Elements of Intercultural Competence, 2006.

Training module two: classroom management and student engagement

This training was designed following a similar structure as the first one and focused on helping teachers share their own challenges in the classroom, as well as support one another in finding strategies to overcome these challenges. Co-facilitators began by following up on training session one, and asked participants to recall the three elements of intercultural competence by Deardorff (2006). Then they were asked to share whether they implemented a chosen strategy to teach intercultural competence in the classroom. Then, co-facilitators eased into the session's topic by presenting participants with a picture of a classroom setting with several issues related to student behaviour and challenges with teacher management skills. Participants were divided into small groups and asked to analyse the picture in three aspects: the actions happening in the picture; the level at which they could relate to the actions happening in the picture, and whether they had experienced any of the issues presented in the picture; and finally what actions they would take if they were the teacher depicted in the picture. After sharing their ideas,

they were then prompted to complete a second small group task, which consisted in the discussion and selection of their top three classroom management challenges, as well as three effective ways to overcome each challenge specifically. After sharing their responses on the second task, a discussion was guided around the meaning of the term “classroom management”. With the co-facilitators support, participants were able to show their understanding of the term, as well as different styles of teaching and managing a classroom. They were also presented with *The Classroom Management Puzzle* (McVeigh, 2017), as shown in Figure 7. After the facilitators provided an explanation of what each section of the puzzle means and how they are all connected to each other, participants were asked to relate the pieces of the puzzle with the issues discussed so far in the training, as well as to self-reflect on any classroom management challenges that they felt they needed to work on the most, considering their classroom setting, students, and teaching environment. To end the session, they were asked to think about how to address their top classroom management issue, based on the strategies that were shared during the training session.

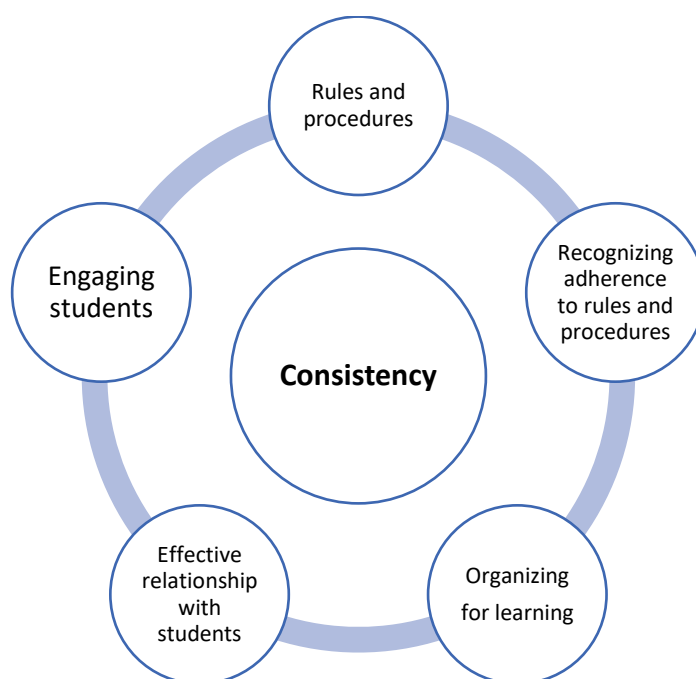


Figure 7: Classroom Management Puzzle Adapted from McVeigh, 2017.

Training module three: Teaching EFL to middle versus high schoolers

When the English subject was introduced in schools, pupils started studying English in high school. Due to this, teacher pre-service training programs in Cape Verde were

tailored to preparing teachers to teach English to high schoolers. However, with the introduction of English in grade 5, there has been a mismatch in the preparation of teachers, since pre-service teacher preparation programs have not yet been adapted to include strategies to teach English to young learners. Therefore, we see in-service training as an opportunity to fill this gap. Sure enough, teachers selected teaching English to young learners as one they would be interested in. Though in the training title we used the terms middle and high schoolers, we clarify that middle here refer to grades 5 through 8, which in the Cape Verdean educational system are part of primary and mandatory education, and high schoolers comprising grades 9 through 12. While designing this training session, the co-facilitators decided to include teaching English to middle versus high schoolers, to provide the opportunity for a comparative discussion on the topic. We also considered the fact that the participants were teachers either working with both middle and high schoolers, or with one of the groups.

Similar to the approach followed in training session two, co-facilitators began this session by following up on the classroom management challenges discussed previously. Participants were asked to share whether they attempted to address any of the challenges they identified as being the ones they needed to work on. Then, co-facilitators presented the three domains of a learner's well-being, as exemplified in Figure 8. Participants were asked to share their understanding of what the three domains meant for learner well-being, as the co-facilitators provided clarifications on the theory behind it. After the discussion and clarification of the terms, participants were divided into two groups. One group was asked to write down concerns unique to 5th and 6th graders, and 7th and 8th graders in separate columns. They were asked to think of these concerns in the three learner domains: physical, emotional, and cognitive. The second group was asked to do the same but focusing on high schoolers: 9th and 10th graders, 11th and 12th graders in separate columns. They were then asked to report on their content for each grade pair and for each of the domains. A representative from each group then wrote their findings on the board, and as a group, all participants discussed the similarities and differences in the unique characteristics of middle and high schoolers. They were then put into their previous groups and asked to discuss strategies to address middle schooler concerns, and strategies to address high schooler concerns, respectively, and to come back as one group

and share their ideas. After this final task, teachers were then asked to select one of the strategies brainstormed, according to the age group they taught, and to apply it in class.

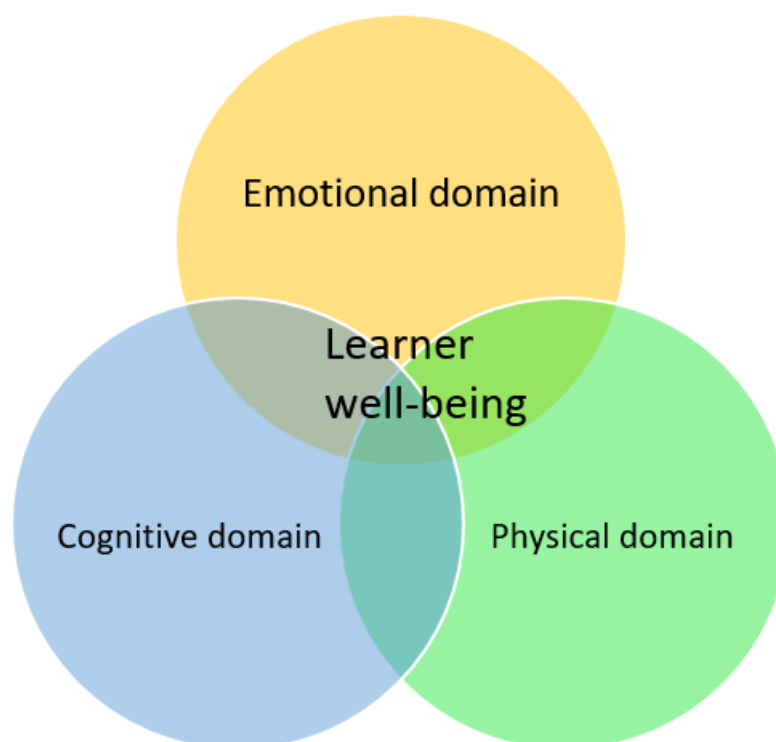


Figure 8: Learner Well-Being Domains.⁷

5.3.3 Coaching Procedures

The in-service training model implemented blended training and coaching for maximum support to teachers, providing an opportunity to learn about the theoretical framework of concepts and teaching methods, and to brainstorm and discuss ideas. Then, coaching was used to provide them with support in the implementation of the methods discussed during training. The coaching model implemented was adapted from Pierce (2015) and Joyce and Showers' (1982) guidelines to successful coaching. Using the coaching guidelines by Joyce and Showers, and the *Effective Practices for Coaches* program developed by Pierce (2017) at the National Centre for Systemic Improvement in the United States (NCSI), we developed an adapted coaching training program that the researcher first used to train herself on how to successfully become a coach. Below we present a detailed description of

⁷ Adapted from Krathwohl, Bloom, Masia (1964), Harrow (1972).

the coaching training content and implementation, then we detail the coaching implementation procedures.

Coaching training module

The coaching training module was adapted from Pierce's (2017) *Effective Practices for Coaches program* for NCSI. It consisted of an approximately 3-hour course that began with a discussion and understanding of the concepts of coaching, and the characterization of coaching and training, and how they differ as two forms of professional development of teachers. Then the logic of coaching as a model to improve teaching and student learning was explored, detailing how the process of effective coaching practices leads to increased teaching practice, which leads to improved student outcomes. Following this logic, barriers to effective coaching were discussed and included the following: 1) when administrators fail to communicate the purpose of coaching to teachers, teachers do not trust the process; 2) when coaches do not receive formal preparation, they may lack the skills to implement effective coaching practices; 3) when coaches are not properly trained, they may engage in practice that are not connected to improved teaching practices (Pierce, 2017). After discussing possible coaching barriers, the four effective coaching practices were presented, as represented in Figure 3 in the previous section of this paper (p. 37). They include observation, modelling, performance feedback, and alliance-building strategies as proposed by Pierce (2015, 2017). These coaching practices are effective when implemented through a 3-step process first tested by Joyce and Showers (1980) and adapted by Pierce (2015, 2017). The 3-step process as represented in Figure 9 below includes the following: step 1: a pre-observation meeting between coach and teacher where the process of alliance building begins and is performed in a cycle of repetition until the goals are met at the classroom level. In the pre-observation meeting, the coach asks open-ended questions to help the teacher define a learning goal and how to achieve that goal through a specific teaching practice; step 2: after the teacher and the coach define the learning goal and how to achieve that goal, step two consists of classroom observation, where the coach observes the teacher implementing the practice, providing modelling and feedback if appropriate and if needed; step 3: a post-observation meeting where the teacher and coach discuss the implementation of the practice observed, where the coach provides performance feedback and continues to use strategies for alliance-building. After discussing the four effective coaching practices and the 3-step

process, the second part of the coaching training focused on detailing each one of the four effective practices for coaching, as explained below.

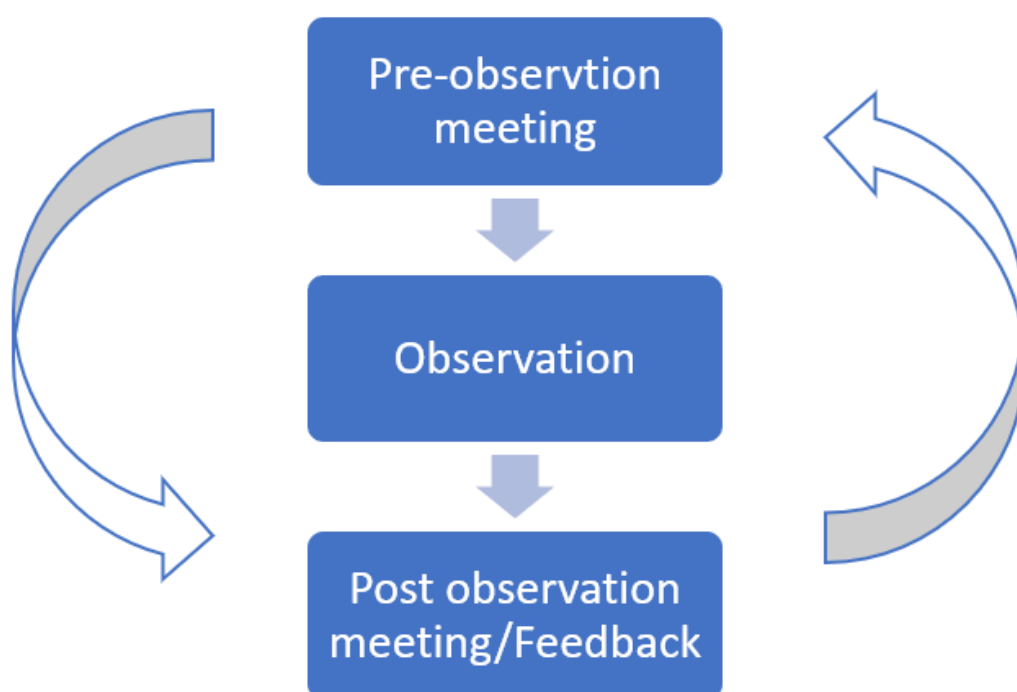


Figure 9: Coaching 3-Step Process Adapted from Pierce, 2015.

It is important for coaches to clearly understand what alliance-building is before they can understand and implement alliance building strategies. Still based on Pierce’s training developed at NCSI, this section of the coaching training discussed the meaning of alliance building; specific alliance building strategies such as interpersonal skills, collaboration, and conveying expertise; and finally presented a scenario about how to apply the alliance building strategies. This practical activity provided the trainee coaches the opportunity to problem-solve using a scenario, as well as practice the type of open-ended questions to support alliance building with their teacher.

Further, to provide future coaches with a clear understanding of how the observation process takes place, this section of the training focused on the importance of observation to understand how the teacher’s practice affect student learning. This is an important step in the process of coaching because it gives the coach the opportunity to understand if the teacher needs support through modelling, if the practice was properly implemented, and how it affected student learning. If the coach observes that adjustments need to be made for the successful implementation of the teaching practice, it is then that they use modelling to

provide support to the teacher. Modelling can take place in the classroom ideally, or outside the classroom in a teacher and coach meeting. At this point in the training, there was another scenario presented to help future coaches practice how to implement modelling while at the same time building alliance with the teacher, avoiding conflict and making the teacher feel incapable or uncomfortable with modelling.

The last effective coaching practice, high-quality performance feedback was addressed in the coaching training by discussing what it means, why should it be implemented and how it should be implemented. Participants in the coaching training focused on learning the characteristics of descriptive performance feedback by Pierce (specific, positive, timely, and corrective if needed) and how to apply them. More importantly, training capitalized on helping coaches understand that performance feedback should not be about the coach's preferences or likes, it should be about what the teacher does and how it affects student learning (Pierce, 2017). The final section of the coaching training focused on the importance of measuring the fidelity of coaching. Pierce (2017) designed a coaching fidelity checklist to help support coaches in successfully implementing coaching practices. This fidelity checklist measures how coaches adhere to the essential ingredients of coaching; the quality of coaching implementation; the frequency and duration of coaching, as well as the participants responsiveness to coaching, in this case how teachers and students respond to the new practice implemented.

Coaching procedures

Coaching took place in two phases and focused on two of the training modules: intercultural communicative language teaching and classroom management and student engagement. In the first phase, the researcher used the coaching training developed based on Pierce (2015, 2017) to learn the coaching process and the effective coaching practices. After the first training module on intercultural communicative language teaching, four participants volunteered to participate in the first coaching phase, with the researcher as their coach. The participants were all female teachers, from three different schools in the island of Santiago. The coach conducted a pre-observation meeting with each teacher individually. During the pre-observation meeting, the coach explained the concept of coaching, the purpose of coaching, as well as the process of coaching. Since the goal was to support the teachers in implementing practices related to the first training module, intercultural

communicative language teaching, the coach presented each teacher with the three components of intercultural competence and discussed with each teacher how to teach students to become more interculturally competent learners by focusing on one, two, or all the three components: knowledge, skills, attitudes. Coach then supported each teacher on setting a goal as well as a practice on how to achieve the goal. Each teacher developed a lesson plan and shared the lesson plan with the coach. The observation phase cycle then began, with the lesson observations, then feedback and modelling sessions, followed by more lesson observations, feedback and modelling sessions. This cycle was repeated until both the coach and the teacher agreed that the practice was successfully implemented and the students' learning improved. At the end of the study, each teacher/coach also filled out a teacher training-coaching feedback sheet (Appendix B) for the coaching process. The goal was to gain perception on whether they felt that the coaching process was helpful in the implementation of the teaching practice, and whether they felt that training without coaching was just as helpful, or not, as training paired with coaching. The coaching training was also taken by another teacher non-participant in the coaching process, with the purpose of testing the coach's fidelity of coaching. For this, the non-participant teacher observed the coach complete a full cycle of coaching with one teacher, including all the three steps in the coaching process and filled out the coaching fidelity rubric (Appendix C), adapted from Pierce's coaching fidelity toolkit (2017). Each coaching cycle lasted for approximately one to three months, with weekly meetings and observations depending on each teacher's implementation of the practice.

The second phase of the coaching process began after the second training module was implemented. Two of the teachers previously coached by the researcher accepted the invitation to take the coaching training and to coach a local colleague each, who had also participated in the classroom management and student engagement training module, and who also volunteered to participate in the coaching process. For this coaching phase, the focus was placed on classroom management and student engagement. After taking the coaching training, the two teachers then began the coaching process with the teacher that had agreed to work with them. During the coaching process, the researcher also performed the same role as the non-participant teacher in the previous phase, by filling out a fidelity of coaching sheet for each step of the coaching process, for one coaching cycle for each of the coaches. The coaching cycle took place with as many observations, modelling, and feedback

sessions as needed to support the teachers in the implementation of the coaching practice. For each coaching process, a coaching note-taking sheet (Appendix D) was used to record the process from the pre-observation meeting to the feedback meetings. At the end of the study implementation, participant coaches and teachers filled out the teacher training-coaching feedback sheet expressing their views on how training and coaching influenced their practice in the classroom, both separately and combined. With these instruments, including field notes taken by the researcher, we were able to collect data on how all four components of the coaching process were implemented, as well as on whether coaching paired with training had a bigger impact on practice implementation in the classroom than training alone.

5.4 Participants

Participants in this study were EFL teachers in Cape Verde. English teachers from across the islands were invited to fill out the EFL Teacher In-service Training Survey. We received a total of 88 responses from teachers working in eight islands: Santiago, Boavista, Sal, Santo Antão, São Vicente, São Nicolau, Fogo, and Maio. By filling out and submitting the survey, they all consented that the information they provided be used for this study.

For the purpose of this study, the training series were implemented in the island of Santiago, and teachers from different schools participated. At first, an invitation was sent out to school headmasters, requesting they informed teachers who were interested to sign up. Table 8 represents the teachers that participated in the training sessions.

	Training Module One	Training Module Two	Training Module Three
Number of female participants	12	8	6
Number of male participants	7	0	2

Table 8: Participants of the Three Training Modules.

Though the training modules were designed to be implemented as a series of meetings, each training had a specific focus, so participants were not required to attend a previous session. The participant teachers came from five different schools in the island of

Santiago and worked with students ranging from grades 5 through 12. The only criteria used to select the participants in the training sessions were that they were currently teaching English. Considering that one of the purposes of this study was to investigate how to improve classroom practice, we requested that training participants exclude English teachers currently occupying administrative positions and not teaching. Participants were all from different ages, backgrounds and with a range of different years of experience.

In the coaching phase, a total of six female teachers participated. They were all teachers that participated in all three training modules. They came from three different schools, being that four of them came from the same school and the other two came from two different schools. They worked with grades 5, 7, 9, 11, and 12, combined. During the first training module teachers were informed of the purpose of the research as well as of the training and coaching strategy being researched. The participants in the coaching phase volunteered to participate. They were also from different backgrounds, with different teaching experiences, but all demonstrated an interest and enthusiasm for the teaching profession. Consent was requested from all participants as well as from the schools where the coaching practices occurred.

5.5 Technology Tools

During the study implementation, several tools were used to support training and material sharing. For each training module, a PowerPoint presentation was used to support the training process, as well as teacher handouts as needed depending on the topic. Each training session was also recorded using the Teams application. The goal was to make it possible for teachers to view each training module from home, if they needed to, but to also share the training modules with teachers across the islands. After receiving approval from the University of Cape Verde to use their Moodle platform, the researcher created a Moodle page to be used as a resource centre for sharing all training materials, including training recordings, PowerPoint presentations, and handouts.

Moodle is a “learning platform designed to provide educators, administrators and learners...” (Moodle, 2022)⁸ with a space where they can create learning environments that can be adapted to the needs of each user. Moodle can be used as a resource centre, where

⁸ https://docs.moodle.org/401/en/About_Moodle

materials and specific content are shared with teachers across the country to provide asynchronous support in solving everyday classroom issues. On the other hand, it can also be used to provide synchronous, real time training sessions, which would allow teachers to participate in systematic training through distance learning. Though all training modules for this study were implemented face-to-face, the Moodle page created provided support in sharing all training materials; however, for future blended-learning in-service training modalities, it could also be used as a platform for providing synchronous sessions online.

The reason for selecting Moodle as a resource centre for sharing training materials is because it is a versatile platform that can allow teachers to have year-round access to materials and resources. This is true not only for the teachers that participated in the training, but also for teachers across other islands. In this sense, Moodle supports access to training to teachers across the islands and has the potential to serve as a primary resource in making training available to teachers in remote locations. Gamage, Ayres, and Behrend (2022) conducted research on Moodle as an educational platform, and after analysing 155 published journal articles identified “...(a) how and where Moodle has been adopted; (b) what the concerns, trends, and gaps are to lead future research and software development; and (c) innovative and effective methods for improving online teaching and learning.” (p. 1). As a learning management system (LMS), it is a “...well-established and advanced platform...there is strong evidence that Moodle increases student engagement, performance, and satisfaction while enhancing flexibility in their learning environments.” (p. 20). Even though Gamage, Ayres, and Behrend’s study found that Moodle is mostly used in STEM (Science, Technology, Engineering, and Mathematics), it has been gaining popularity over other educational fields for its benefits for student learning as well as for educators, as a tool to support in the development and sharing of materials with students. Furthermore, the study showed that Moodle is mostly used in higher education, especially at the undergraduate level. For this research, it served as a platform for sharing training materials with training participants, and for sharing the training materials with teachers from other islands, or any teacher willing to learn more about the topics discussed in the three training modules.

5.6 Remarks

The process of designing the methodology for this study was quite complex, as the data was collected through different stages, using different instruments. In this chapter we

have explained the methods selected, as well as the research design found to be most suitable to collect the intended information. Furthermore, we have also explained all steps taken in the design and implementation of the IST teacher survey as well as the design and implementation of the IST training-coaching model.

For the IST teacher survey, we have explained that two major approaches were applied throughout the process of designing and implementing the survey. First, we considered Crawford's (1997) components that must be taken into consideration when aiming for a well-designed survey. We understand that "well-designed" refers to a survey that meets the objectives by asking the questions that we intend to ask in a simple and concise way, so that respondents understand exactly what is asked of them. We understand that the process of completing a survey is one that is not usually attractive to respondents, and it takes time, effort, patience, open-mindedness, and willingness to participate. Therefore, by designing a survey that is as easy to answer as possible, we maximize the feasibility of the results in two important ways: it increases the possibility of receiving responses from a bigger sample, and it also increases the chances that the information provided by respondents is as accurate as possible. Therefore, we carefully considered Crawford's components of a well-designed questionnaire at the very beginning of the process, setting the scene from the start seeking to collect information as complete and as accurate as possible.

Apart from Crawford's criteria, we also conducted a thorough analysis of Saris and Galhofer's (2014) choices in survey design, as well as their 3-step procedures in survey design. This allowed the researcher to follow a step-by-step approach to the survey design process, being able to carefully consider every choice from selecting the topic to implementing the survey. Though this was a time consuming, meticulous process, it proved to be necessary and helpful for the successful implementation of a survey that we consider to be well-designed in which it has made it possible to collect key data and allowing us to answer the research questions posed at the beginning of this study.

Regarding the training-coaching model implemented in phase two of this research, we have discussed above the steps taken in selecting the topics, the teaching methodologies, as well as the implementation steps taken. It is important to highlight that several components were taken into consideration while designing the training-coaching model. First, we used data from the IST teacher survey to select the three topics implemented throughout this

study. Second, we conducted thorough research on successful training design and implementation, and followed steps recommended by experienced researchers in the field of training and coaching. Third, we were concerned with developing training that was specific to the needs of EFL teachers in Cape Verde, so that the empirical data would inform best decision making regarding the organization of IST for teachers in Cape Verde moving forward. The sample that participated in the training-coaching phase was not representative of all islands of the country, as it was the case of the IST teacher survey, that collected responses from eight out of the nine inhabited islands in Cape Verde. In the training-coaching phase, teachers working in the island of Santiago provided the data needed to analyse whether training-coaching would be an acceptable and effective model for Cape Verdean EFL teachers. In the chapter that follows, we discuss the results collected from both phases of the research in detail.

CHAPTER VI – THE FINDINGS: DATA RESULTS AND ANALYSIS

6.1 Introduction

As discussed in the previous chapter, the empirical data collection process took part in two phases. In accordance, this chapter is also divided into two parts. The first part concerns the presentation and discussion of the data collected through the teacher survey. The second part focuses on the data collected through the implementation of the in-service teacher training-coaching model. The data is presented in the same order as the instruments were applied, though specifically with the survey, the data is presented according to the question grouping that relate to each one of the variables in the study. As the survey contains both quantitative and qualitative data, the analysis approach includes an extensive discussion of both types of data as they correlate, and as together they attempt to answer the questions set at the beginning of this research: (1) What are the needs for EFL teacher in-service training in Cape Verde? (2) What specific content should be included in an in-service training program to foster successful EFL teaching in Cape Verde? (3) What are the attitudes of Cape Verdean EFL teachers towards in-service training? (4) How can an in-service training program translate into better classroom practices and be made accessible to teachers in the different islands of the country? For the quantitative data analysis both descriptive and inferential approaches are used below to make sense of the statistical information as they allow for the uncovering of different patterns of information; descriptive analysis as we summarize the data and find patterns, and inferential analysis as we describe the relationship between variables in this study (Suerdem, 2021). For the qualitative data inductive coding was used to ensure an unbiased perspective in the categorization of the data, after which it was possible to determine the relationship between the data, as well as with the research questions established at the beginning of this project. For the teacher survey, qualitative data was analysed following a content analysis approach, while for the in-service training model, both content and narrative analysis are applied; content analysis as we categorize and combine the data for different insights, and narrative analysis as we describe the process of training and coaching implementation (Fielding & Verd, 2021; Péladeau, 2021).

Part I is organized in three sections: background information about the participants; a description of teachers' needs and characterization of their previous experience with in-service training; and finally, teachers' attitudes towards in-service training. The survey data analysis does not follow the order in which these three sections were presented in the survey,

as in the survey, the section on demographics was the last one to be answered by participants. This strategy was used as to present the participants with a survey that gradually became easier to respond, as the questions at the end required answers that did not require deep thinking, based on the rationale that these answers were already known by participants.

Part II presents and discusses the training model data based on four instruments: the coaching note-taking sheet, the teacher training-coaching feedback sheet, the coaching fidelity rubric, and the field notes taken by the researcher during training sessions. The first instrument provides specific data related to the implementation of the coaching model, including the three coaching stages: pre-observation meeting, during observation, and post-observation feedback meeting. The second instrument provides insight on how training alone influenced their teaching practice, as well as how training paired with coaching influenced their teaching practice. The third instrument provides insight on coaching fidelity based on the four effective practices, from the perspective of an observer non-participant in the coaching process. A fidelity percentage is provided and discussed, including the correlation of this data with the teachers' perspective. Finally, field notes provide insight into the training sessions data collected.

6.2 Part I – EFL Teacher In-Service Training Survey

The survey was distributed online through <www.eflteacherssurvey.com>. The decision to not use a survey platform such as Google Forms came from the fact that we did not want teachers to enter any identifying information such as an email address. Since Google Forms required that all participants must be signed into a Google Account before responding, we opted for the purchase of the domain above, that would allow for the programming of the survey according to our needs. The questions were all designed by the researcher, and the programming was done by a computer engineer under the guidance of the researcher to ensure a user-friendly survey. The survey was sent to the Education Directors of each island, which then distributed them to each school headmaster, which then passed them on to the English teachers. The survey was also shared directly via social media platforms and email. As an alternative, surveys were also printed and shared with teachers during meetings, collected and entered in the system by the researcher. As reported by the Statistics Department at the Ministry of Education (2021), there were 550 primary and secondary school English teachers in the 2021-2022 school year across the country. We received N=101 entries, with 12 entries

being submitted blank, 1 entry submitted by an individual that did not belong to the study group (full time English teachers), bringing the total responses to N=88.

The first version of the survey was designed and tested with a group of ten teachers in the island of Santiago prior to national distribution. It contained 26 questions, including a final question where participants were asked to provide feedback on the following: clarity of introduction and questions, acceptability of the survey to avoid offensive and inappropriate questions, survey length, technicalities including any difficulties with the webpage and in submitting the questions, whether there was a logical order to the questions as they were presented. The survey also contained a descriptive introduction and requested participants to enter a 6-digit code at the top prior to submitting their answers, as we did not want to ask any identifying information to keep anonymity but needed a mechanism to identify and distinguish between participants. By testing the survey prior to distribution, the goal was to ensure the data collected was as accurate as possible, and that the survey was as easy as possible for the participants to respond. Though the testing was conducted with ten participants, three of these participants were not able to submit their surveys, and that was the first important feedback that we received. Originally, questions were all made mandatory, except for two questions whose answers depended on a previous question. Therefore, if participants skipped a question and hit submit, the survey would clear and they would have to respond to all questions previously responded to, again. With this feedback, we were able to confirm that it would be the best to make all questions completely optional, so if participants chose not to answer a certain question, they would still be able to submit their valuable contribution. Three other participants responded to all the questions on the survey, except for the last feedback question. When we reached out to these participants, they said that they did not find any problems with the survey, therefore did not answer the last question. The table below shows the responses received from the other four participants:

Feedback question: Please give us feedback on the following items in the questionnaire (feel free to add any additional feedback if you like):

Participant code	1-Your understanding of the survey including introduction and questions (Are questions and introduction clear and easy to understand?)
#£&z@8	"1- The introduction is very clear and objective. The questions are understandable in a way that you do not need to reread them many times."

!@#\$%^	"The questionnaire is clear, easy to understand..."
280611	"This survey is well done. The questions are clear, easy to understand, the instructions also are clear."
Vbj199	"1- The questions as well as the introduction are pretty clear."

Table 9 - Survey Pre-Test Feedback Regarding Clarity of Questions and Introduction.

The introduction to the survey was the first part that participants had to read, and it informed them of the objectives and goals of the research. It also reassured them about the anonymity of the survey. It read as follows:

Dear English Teacher,

This survey is designed to collect information on your experience with in-service training as an English teacher working for the Ministry of Education in Cabo Verde. You will be asked about your teaching background and work location, as well as your experience and thoughts on in-service training. This is an anonymous survey. You will not be asked to provide any personal information such as names and contact, and all the information you do provide will be used solely for the purpose of research. The information you provide will be used to prepare an in-service training program to meet your needs as an EFL teacher. This survey is part of my doctoral research project titled: *An in-service training model for Cape Verdean EFL teachers*. The aim is to positively impact the teaching and learning of EFL in Cabo Verde by providing teachers across the country with support through in-service training.

Please know that your contribution is invaluable. Thank you for your time and careful consideration as you complete each section of this survey.

Sincerely,

Donzilia Soares

Candidate for the PhD in Language Teaching - Multilingualism and Education for a Global Citizenship (Universidade Nova de Lisboa).

It was important that participants felt like they could be honest with their responses, without fear of being identified. Evidently, if participants were unable to understand the purpose of this research, or even a single question on the survey, this would compromise the

validity of the data. The feedback provided by the pre-test participants reassured us that introduction and questions were all clear and easy to understand.

Participant code	2- Your acceptability of the survey (Were any of the questions offensive or inappropriate?)
#£&z@8	"2- None of the questions were offensive or inappropriate. The only thing was, some information were not fresh in my mind, for example the exact date of completion of my bachelor degree. But that is normal, I just resorted to my files"
!@#\$%^	"... with suitable and appropriate questions."
280611	"This survey, is well done."
Vbj199	"2- No!"

Table 10: Survey Pre-Test Feedback Regarding Question Acceptability.

Question acceptability was another concern while designing the survey, as we did not want to cause any discomfort or stir any emotions that would prevent participants from either answering the questions or giving accurate responses. As Table 10 confirms, pre-test participants felt comfortable with the questions that were asked. However, we did receive feedback that questions requiring exact dates made it difficult for participants to respond due to them not remembering exact dates. In the pre-testing phase, all questions concerning dates required participants to enter day, month, and year. After receiving feedback from Participant #£&z@8, we removed the day, and asked only for month and year. Logically, it would be easier to remember a month and a year, as opposed to remembering an exact day. To prevent participants from being stuck on date questions because they did not remember an exact date or because they did not have the records on them to check for the information, the best solution was to remove the day from the question. We also automated all date questions with a drop-down box where participants only had to click and select the month, and then type the year.

Participant code	3- The length of the questionnaire (Was it too long as to make you lose interest?).
#£&z@8	"3- Although it has 25 topics to answer, it did not make me lose interest because the majority of the questions were just to tick the chosen answer."
!@#\$%^	"However, it is a little long."
280611	"It is not too long and the questions are well organized."

Vbj199	"3- Of course not! I wouldn't mind to answer more if there was the case."
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Table 11: Survey Pre-Test Feedback Regarding Length.

Research shows that survey length is an important factor in effective survey design. Two participants acknowledged that the questionnaire was lengthy, with one pointing out that the length did not discourage them from completing the survey. Originally, we had 25 questions with multiple choice grid questions containing up to 13 options. In recognition of the need to make a questionnaire as short as possible and considering that some questions required an answer only depending on a previous question, we decided to keep the 25 questions, but made modifications to the multiple-choice grid questions. We reduced the multiple-choice grid questions to 12 and 10, so that it would be easier for participants to respond. We also considered the fact that only 8 questions were open-ended questions, and the remaining were close-ended questions that were easier to respond because they either consisted of checking a box or typing short information such as a year.

Participant code	4-Technicality (Any problems with the webpage while you were filling out the questionnaire?)
#f&z@8	"4- No problem found (thanks God)."
!@#\$%^	"I did not find any problem with the webpage"
280611	"This survey, is well done."
Vbj199	"4- Luckily I didn't face any technical problem."

Table 12: Survey Pre-Test Feedback Regarding Technical Issues.

Though the feedback submitted was positive concerning technicalities and difficulties with the webpage, we do know that the first three participants were not able to submit their responses due to questions being mandatory. However, by the time other participants tested the system, we had resolved any technical issues that we had previously been made aware of.

Participant code	5- Question order (Do they follow a logical order and flow?)
#f&z@8	"5- If it was my questionnaire I would put the numbers 12 to 25 in the beginning and numbers 1 and 2 at the end. (but just my humble opinion)"
!@#\$%^	"...and I believe it follows a logical order."
280611	"This survey, is well done."
Vbj199	"5- I think it does"

Table 13: Survey Pre-Test Feedback Regarding Question Order.

Concerning question order, we were concerned with ensuring that the flow of questions made sense for participants. Though the feedback received indicated that the order

made sense to participants, we did receive feedback from one participant who suggested some demographic questions be moved to the top of the survey. Even though accommodating participant feedback was a priority for making the survey as effective as possible, the reason behind asking demographics questions at the end was extensively debated. Therefore, considering that this was more of preference feedback by the participant, and did not affect the effectiveness of the survey and participants' ability to answer the questions, we opted for keeping demographics at the end, making sure that participants were responding to the more demanding questions first, and easing into the more exact and less demanding ones.

Participant code	Additional feedback
#£&z@8	"An additional and positive feedback is the space provided in order to complement our thoughts and ideas."
280611	"I would like to suggest that in the question 2, about areas we would like to learn, you should include strategies to engage students in mixed ability classes and teaching the 4 skills in large classes"

Table 14: Survey Pre-Test Additional Feedback.

Finally, we received additional feedback from Participants #£&z@8 and 280611. One regarding the open-ended questions where participants could complement their ideas, if they found anything was missing with the close-ended questions. Another feedback that was incorporated in the survey was the addition of two topics: teaching the four skills, and student engagement. Student engagement was added with classroom management, and we created the option of teaching the four skills in mixed ability classrooms.

Summing up, the survey pre-test was a crucial step that could not have been skipped. The feedback provided by the respondents made it possible for us to improve and optimize the survey according to their views. Through the information gathered from the pre-test stage, the final version was optimized to ensure that we collected data as accurate as possible, and that respondents understood and were comfortable with the questions asked. Below, we present and discuss the data collected through the survey according to the three variables: teacher demographics, teachers' specific IST needs and characterization of previous IST participation, and, finally, teachers' attitudes towards in service training.

Though teacher demographic questions were presented at the end of the survey, and as explained, for the purpose of facilitating more accurate and complete answers to the core variables of this study, we begin the description of our data by inverting the order and

presenting the demographics first. We found characterizing the sample respondents before presenting the core data of the research to be an adequate strategy in providing the reader with a general understanding of the sample's background prior to diving into the core data. The data collected from questions (henceforth Q) 12 through 25 allowed us to characterize the sample population into five categories: gender, years of service, location, grade levels taught, and finally, education. Figure 10 below summarizes the data collected into the five categories.

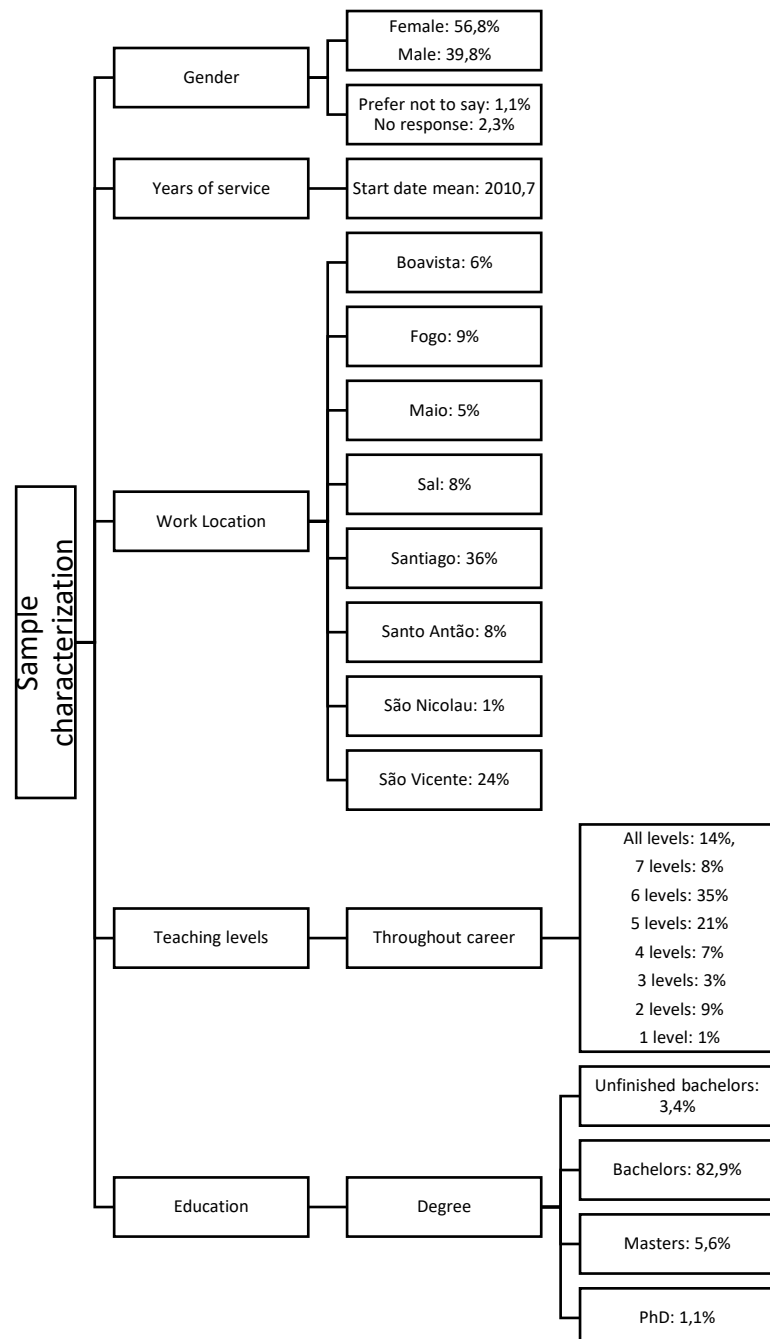


Figure 10: Teacher Demographic Data by Percentage.

According to the data collected from Q12, 56,8% (n=50) of respondents are female, 39,8% are male (n=34), and finally 3,4% preferred not to reveal their gender, with 1 respondent selecting the 'prefer not to say' option, and 2 respondents leaving the question blank. Q13 asked participants to indicate when they first started teaching with the Ministry of Education. On average, respondents indicated approximately 11 years of teaching experience, with a mean start date of 2010 and 7 months, mode 2021, median 2005 and 5 months, and 1986 being the oldest start date and 2021 the latest one, as represented in Table 15 below.

Start year		Frequency
No response		2
Invalid response		2
1986		1
1993		1
1994		1
1996		1
1997		1
1998		1
1999		3
2000		6
2001		3
2002		2
2003		3
2005		1
2006		1
2008		3
2010		3
2011		7
2012		6
2014		6
2015		5
2017		8
2018		4
2019		7
2020		1
2021		9
Mean	Mode	Median
2010.7	2021	2005.5

Table 15: Descriptive Statistics for Q13.

Results collected through Q16, which asked participants to indicate the island where their school is located, also indicate the number of participants spread through the islands, with Santiago and São Vicente leading with 36% (n=32) and 24% (n=21) of respondents, respectively. Following these two islands, we have Fogo with 9,0% (n=8), Sal with 8% (n=7), Santo Antão with 8% (n=7), Boavista with 6% (n=5), Maio with 5% (n=4), São Nicolau with 1% (n=1), Brava with 0% responses, and 3% (n=3) of respondents who chose not to answer this question. It is not surprising to see that Santiago and São Vicente have the largest number of respondents considering that, according to data made available by the Ministry of Education's Statistics Office (2021), in the school year 2020/2021, 55,3% of all English teachers in the country worked in Santiago, and 15,8% in São Vicente. Combined, this makes up 71,1% of all English teachers in the country, leaving a small 28,9% of teachers spread among the other seven islands. This is also consistent with the fact that Santiago and São Vicente are the most populated islands in the country. Specifically, Q14 indicated that respondents who participated, represented a total of 36 schools in 8 islands. Table 16 (data for Q15) below indicates the dates with frequency in which respondents have been working at the current school location, as well as the mean: 2012 and two months; mode: 2012; and median 2009. This data helped us understand the length in which teachers had been working at the current location, which, on average, is 10 years, indicating that even though there is movement of different teachers who transfer from one school to another, this movement does not happen frequently, as the data indicated.

Start year	Frequency
No response	3
Invalid response	4
1991	1
1993	1
1997	2
1999	3
2000	2
2001	3
2002	3
2003	2
2005	1
2006	1
2007	1
2008	2
2009	1
2010	3

2011		5	
2012		2	
2013		2	
2014		5	
2015		8	
2016		1	
2017		8	
2018		3	
2019		8	
2020		2	
2021		11	
Mean	Mode		Median
2012.2	2021		2009

Table 16: Descriptive Statistics for Q15.

Q17 and Q18 provided information on whether respondents worked at two school locations. Data collected from Q17 indicated an additional 10 school that teachers worked in as a second teaching location. We found that only 12.5% (n=11) indicated to work in a second school location. The dates in which respondents started working at this location, as represented in Table 17, indicate a mean of 2016 and 3 months, mode of 2021, and median of 2018. Though a low percentage of respondents indicated working for a second school location, this information is relevant as to provide insight into precisely the numbers of teachers that have to move from one school location to another as part of their teaching workload. This could pose a challenge to teachers, as they have to manage working in two different schools, with different co-workers and different school environments.

Start year		Frequency	
No response		68	
Invalid response		2	
1997		2	
2003		1	
2017		2	
2018		1	
2019		3	
2020		1	
2021		8	
Mean	Mode		Median
2016.3	2021		2018

Table 17: Descriptive Statistics for Q18.

As to gain further insight into teachers' teaching experience, we asked about the levels and grades that they have taught throughout their career in Q19. A total of 35% (n=30) of respondents claimed to have taught at least six different levels, 21% (n=18) five levels, 9% (n=8) two levels, 8% (n=7) 7 levels, 7% (n=6) four levels, and 14% (n=12) claiming to have taught all eight levels, from grades 5 to grade 12, throughout their teaching career. In addition, 3% (n=3) and 1% (n=1) claimed to have taught only 3 levels and 1 level respectively, and 2% (n=2) chose not to provide an answer to this question. Furthermore, Q20 allowed us to understand the current levels in the school year 2020/2021. We found that 54% (n=47) of respondents indicated to have been teaching two levels, 31% (n=27) one level, 10% (n=9) three levels, 1% (n=1) five, six, and all levels, respectively, 0% four and seven levels, with 2% (n=2) respondents choosing not to answer this question. Looking at the diversity of levels that teachers have taught throughout their career, we can infer that there has been significant rotation to expose them to different levels and different age groups. However, we can see that in the school year 2020/2021, most teachers taught two or one level, indicating, possibly, adjustments made by the Ministry of Education to balance teachers' workload.

Regarding teachers professional training, a total of 82,9% (n=73) of respondents claimed to have finished a bachelors in English Studies, qualifying them to teach English in Cape Verde. In addition, 3,4% (n=3) claimed to have started but not finished a bachelors, 5,6% (n=5) claimed to have a master's degree, and 1,1 (n=1) claimed to have completed a PhD, and 6,8% (n=6) providing no response or no specific information (Q21). According to responses from Q22, a leaping 80,6 % (n=71) claimed to have finished their bachelors in Cape Verde, in one of three higher education institutions that were entered in the survey: *Universidade de Cabo Verde*, *Universidade do Mindelo*, *Universidade de Santiago*. Furthermore 4,1% (n=3) finished their bachelors abroad in one of five international universities mentioned in the survey: *Universidade do Minho-Portugal*, University Saad Dahlab – Algeria, *Universidade de Brasilia*, *Universidade Estadual da Paraiba*, *Universidade Federal de Alagoas*, the last three located in Brazil. Only three of the five respondents with a masters' degree indicated their masters' subject area and place of study, and they included Translation by *Universidade de Lisboa*, Pedagogy specializing in EFL teaching by Saratov State University in Russia, and Education Sciences by *Universidade de Cabo Verde* (Q23). Table 18 below represents the data collected regarding teacher bachelors' completion dates, with a mean data of 2011 and six months, mode 2021, and median 2010. This indicates an average of approximately 10 years

of holding a bachelors' degree, which we consider to be a significant time span. According to Q25, at the masters' level, we have a respondent who specified earning a masters' in Pedagogy, and another in Translation. At the PhD level, only one respondent claimed to have earned the degree, providing no further information on the scientific area of study at this or at the bachelors' level.

Bachelor's completion date		Frequency	
No response		16	
Invalid response		0	
1999		1	
2001		1	
2002		2	
2003		1	
2004		3	
2005		2	
2006		3	
2007		5	
2008		2	
2010		5	
2011		11	
2012		2	
2013		4	
2014		9	
2015		4	
2016		2	
2017		8	
2019		6	
2021		1	
Mean	Mode	Median	
2011.6	2021	2010	

Table 18: Descriptive Statistics for Q24.

Looking at the five categories of data, we have been able to analyse a sample of the population that characterizes Cape Verdean EFL teachers. The data shows that respondents have an average of 11 years of experience, which indicates that they have had the opportunity to work with different grade levels and different age groups, as well as in different school locations in the country. We can infer that at this level of experience in their career, respondents' contribution to this survey can potentially be as rich and as encompassing as possible with the variety of experiences possible. Though over 50% of respondents are

women, we do not consider the disparity between female and male respondents to be high enough for gender inferences regarding female versus male teachers' participation.

Furthermore, over 60% of respondents taught in the islands of Santiago and São Vicente. Though this is consistent with the way the population is spread among the islands, we cannot move forward without highlighting how this might influence access to training across the country. As the biggest and most populated island, where the capital city of the country is located, Santiago is the governmental centre of the country, where higher up decision makers are located, creating more training opportunities for teachers. São Vicente, the second most populated metropolitan area of the country, also stands in advantage in terms of accessibility to resources and training. When speaking about accessibility, smaller islands stand in disadvantage perpetuated by challenges such as transportation issues and available resources. Access to in-service training is, thus, more difficult for teachers that are working in the smaller islands, not only because of accessibility, but also because a heaping majority of teachers live and work in the most populated islands of the country.

In addition, when looking at teachers' educational background, the data provided indicated that most respondents had the basic qualification to teach English in Cape Verde, a bachelors' degree in English. Looking at an average of 11 years of experience, we can question whether respondents haven't pursued masters' degrees, and though we can discuss respondents' interest in bettering their practice through further studying, we also know that there are many other factors that play a role into going back to school as a full-time teacher, including work and family responsibilities, as well as financial constraints, possibly. Thus, though the degree of teacher qualification is at the basic level of the educational chain, we consider it to be an advantage that over 70% of respondents indicated having finished a bachelors' that qualified them to teach English as a foreign language in Cape Verde. We infer that, with the progress in the educational system reform; this number will further improve as the process of hiring teachers has also suffered reform, as it was once allowed the hiring of teachers without completing professional training in the subject area, there are steps in place now that prevents that from taking place.

After characterizing the sample population, we now present the data collected in the first part of the survey, which aimed at collecting insight, using a bottom-up approach, on teachers in-service training needs, as well as characterizing their experience with in-service training in the past recent years. Q1, Q2, and Q3 were designed to collect data on teachers'

levels of familiarity with, and interest in learning from a list of twelve topics in EFL teaching. As Q1 and Q2 are close-ended questions, Q3 was designed as a complement to them, providing teachers with the opportunity to elaborate further on their ideas and other EFL teaching topics of their interests.

Figures 11 through 22 below show the responses collected regarding Q1: *Please rate your level of familiarity concerning the general areas below*. A 5-point scale was used to collect data that would shed a light on teachers' familiarity with the proposed EFL teaching topics: not familiar, slightly familiar, moderately familiar, very familiar, extremely familiar. Regarding intercultural competence in EFL teaching/learning, 13,6% (n=12) claimed that they were not familiar with the topic, 21,6% (n=19) slightly familiar, 38,6% (n=34) moderately familiar, 21,6% (n=19) very familiar, and 4,5% (n=4) extremely familiar, as represented in Figure 11. On the topic of classroom management and student engagement, 5,7% (n=5) selected the slightly familiar option, 26,1% (n=23) moderately familiar, 46,4% (n=41) very familiar, 21,6% (n=19) extremely familiar, with no participants claiming the not familiar option. We can infer that respondents feel comfortable with their knowledge on how to manage their classroom and how to keep their students engaged, in contrast with the topic on intercultural competence, where n=34 respondents indicated only being moderately familiar with the topic, and n=12 indicating that they were not familiar with the topic. This provided insight on intercultural competence as being a topic that needs to be further explored with teachers as a means of promoting more intercultural communicative language teaching.

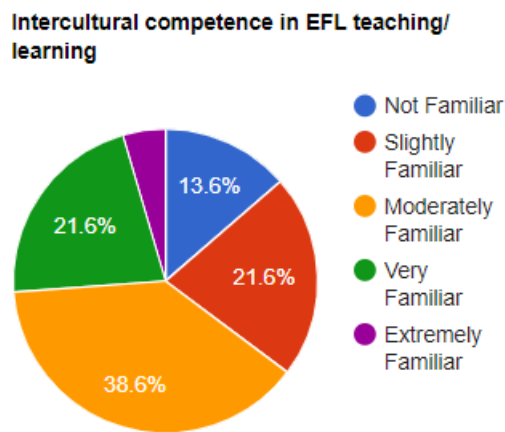


Figure 11: Level of Familiarity with IC in EFL Teaching/Learning.

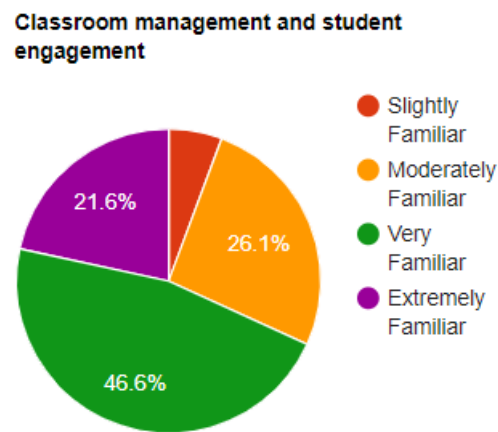


Figure 12: Level of Familiarity with CM and Student Engagement.

On the topic of teaching EFL to young learners only 2,3% (n=2) indicated not being familiar, 17% (n=15) slightly familiar, 29,5% (n=26) moderately familiar, 40,9% (n=36) very familiar, 10,2 (n=9) extremely familiar. This is curious considering that none of the participants indicated having earned a degree in teaching young learners, cross-compared with the fact that there isn't a degree being offered in teaching EFL to young learners in Cape Verde yet. Surprisingly, close to half of the respondents indicated being very familiar with the topic, leading us to infer that possibly, respondents considered having experience teaching young learners as a factor influencing their knowledge of strategies for teaching young learners. On the other hand, on the topic of strategies for teaching EFL to middle/high schoolers, 4,5% (n=4) indicated slightly familiar, 18,2 (n=16) moderately familiar, 61,4% (n=54) very familiar, 15,9% (n=14) extremely familiar, with no one selecting the first option, not familiar. In this question we indicated students aged between 13 and 18 years old, thus, we understand that the majority of respondents would consider themselves familiar with strategies for this age group, as most of them indicated earning their degree from a national university, which as mentioned before, was set up to prepare high school EFL teachers as until recently English was only taught starting at grade 7, which was also considered high school before the education reform.

Strategies for teaching EFL to young learners (aged approximately between 6 and 11 years old)

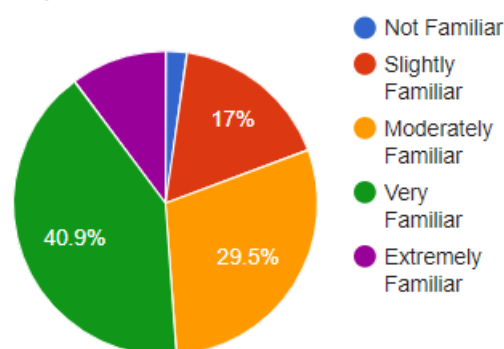


Figure 13: Level of Familiarity with Strategies for Teaching EFL to Young Learners.

Strategies for teaching EFL to middle/high schoolers (aged between 13 and 18 years old)

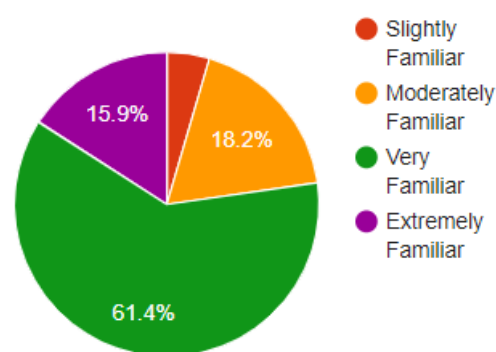


Figure 14: Level of Familiarity with Strategies for Teaching EFL to Middle/High Schoolers.

On the topic of 21st century skills in EFL teaching, 2,3% (n=2) answered not familiar, 14,8% (n=13) slightly familiar, 34,1% (n=30) moderately familiar, 37,5% (n=33) very familiar, 10,2% (n=9) extremely familiar, with 1,1% (n=1) choosing not to answer this question. On the other hand, on the topic of special needs and inclusion in the EFL classroom, 20,5% (n=18) answered not familiar, 26,1% (n=23) slightly familiar, 28,4% (n=25) moderately familiar, 17% (n=15) very familiar, 8% (n=7) extremely familiar.

21st century skills (includes technology) and EFL teaching

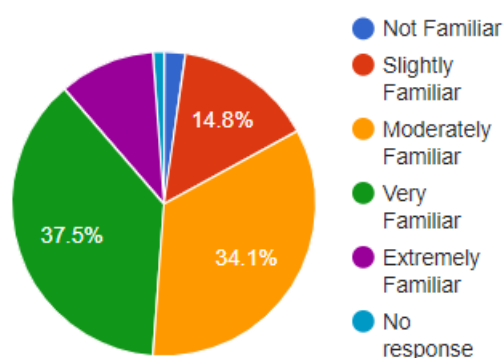


Figure 15: Level of Familiarity with 21st Century Skills and EFL Teaching.

Special needs and inclusion in the EFL classroom

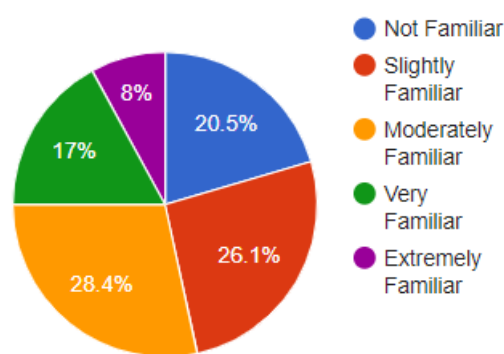


Figure 16: Level of Familiarity with Special Needs and Inclusion in the EFL classroom.

On the topic of differentiated instruction for mixed ability classrooms 5,7% (n=5) responded not familiar, 13,6% (n=12) slightly familiar, 44,3% (n=39) moderately familiar,

31,8% (n=28) very familiar, and 4,5% (n=4) extremely familiar. In material development, 11,4% (n=10) claimed to be slightly familiar with the topic, 35,2% (n=31) moderately familiar, 45,5% (n=40) very familiar, 5,7% (n=5) extremely familiar, with 2,3% (n=2) respondents choosing not to answer this question.

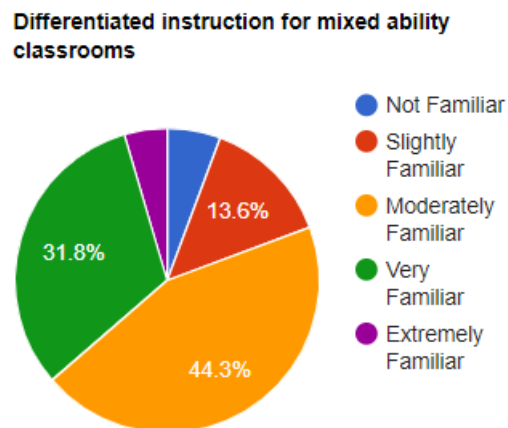


Figure 17: Level of Familiarity with Differentiated Instruction.

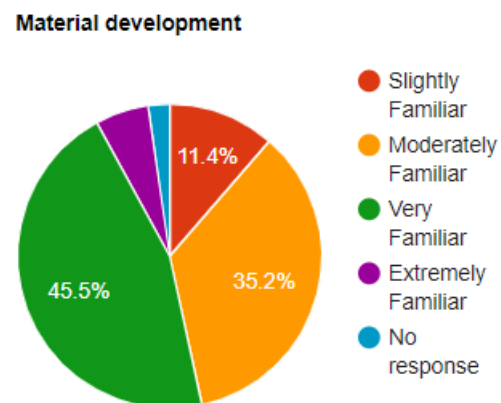


Figure 18: Level of Familiarity with Material Development.

On the topic of integrating different types of assessment in the EFL classroom, 9,1% (n=8) indicated to be slightly familiar with the topic, 35,2% (n=31) moderately familiar, 50% (n=44) very familiar, and 5,7 (n=5) extremely familiar. On methodologies for the use of mother tongue (MT) and/or second language (SL) in the EFL classroom, 6,8% (n=6) indicated not being familiar with the topic, 19,3 (n=17) slightly familiar, 31,8% (n=28) moderately familiar, 33% (n=29) very familiar, 9,1% (n=8) extremely familiar.

Integrating different types of assessment

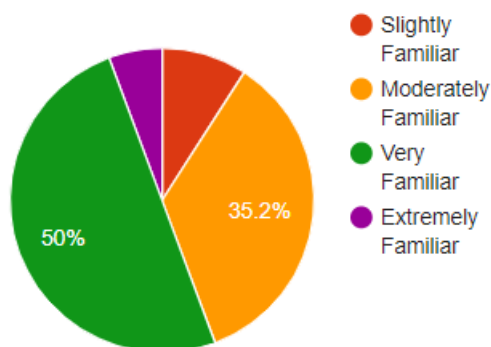


Figure 19: Level of Familiarity with Integrating Different Types of Assessment.

Methodologies for the use of mother tongue and/or second language in the EFL classroom

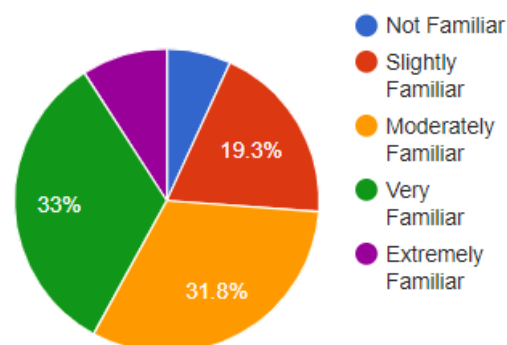


Figure 20: Level of Familiarity with Methodologies for Using MT/SL in the EFL Classroom.

On the topic of language development for EFL teachers, 3,4% (n=3) of respondents selected the not familiar option, 11,4% (n=10) slightly familiar, 44,3% (n=39) moderately familiar, 33% (n=29) very familiar, 6,8% (n=6) extremely familiar, with 1,1% (n=1) choosing not to respond. On the topic of teaching the four skills in large classrooms, 2,3% (n=2) of respondents selected the 'not familiar' option, 8% (n=7) slightly familiar, 28,4% (n=25) moderately familiar, 46,6% (n=41) very familiar, 13,6% (n=12) extremely familiar, with 1,1% (n=1) choosing not to answer the question.

Language development for EFL teachers

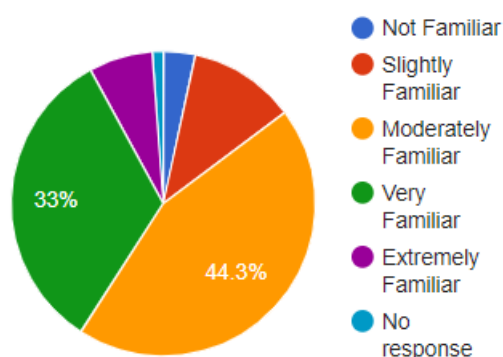


Figure 21: Level of Familiarity with Language Development for EFL Teachers.

Teaching the four language skills in large classrooms

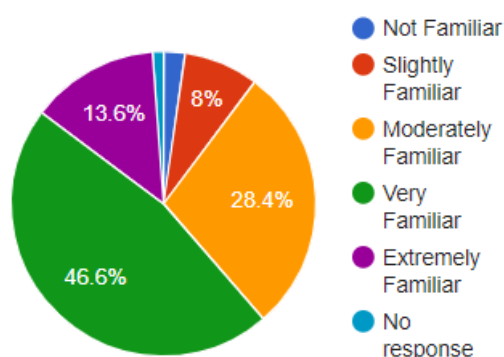


Figure 22: Level of Familiarity with Teaching the 4 Language Skills in Large Classrooms.

After collecting insight on teachers' level of familiarity with the list of EFL topics presented, Q2 aimed at collecting insight on teachers' level of interest in participating in in-service training that would focus on the same twelve topics they were asked to rate their familiarity with. Figures 23 through 34 below present the data for Q2: *Please rate your level of interest in learning more about the areas below.*

On the topic of intercultural competence in EFL teaching/learning, 1,1% (n=1) indicated they were not interested in the topic, 14,8% (n=13) moderately interested, 61,4% (n=54) very interested, and 22,7% (n=20) extremely interested. No respondents indicated to be slightly interested in the topic. On the topic of classroom management and student engagement 1,1% (n=1) indicated they were not interested in the topic, 2,3% (n=2) slightly interested, 22,7% (n=20) moderately interested, 52,3% (n=46) very interested, and finally, 21,6% (n=19) extremely interested.

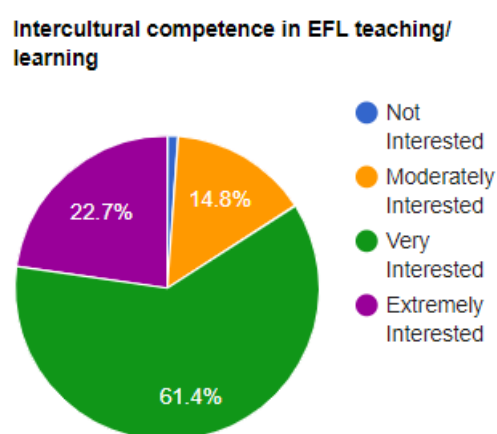


Figure 23: Level of Interest in IC in EFL Teaching/Learning

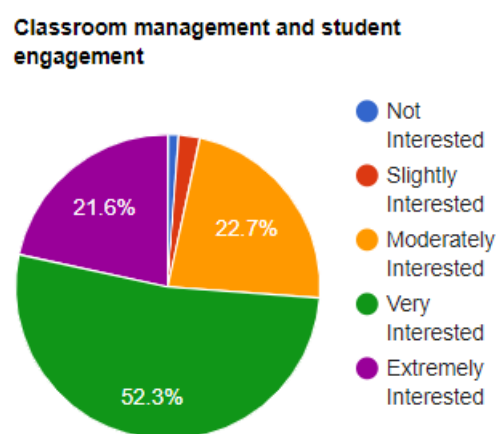


Figure 24: Level of Interest in CM and Student Engagement.

On the topic of strategies for teaching EFL to young learners, 1,1% (n=1) reported not having interest in learning more about this topic, 3,4% (n=3) slightly interested, 22,7% (n=20) moderately interested, 54,5% (n=48) very interested, and 18,2% (n=16) extremely interested. Regarding the topic focusing on strategies for teaching EFL to middle and high schoolers, 2,3% (n=2) claimed they were not interested, 1,1% (n=1) slightly interested, 19,3 (n=17) moderately interested, 55,7% (n=49) very interested, 21,6% (n=19) extremely interested.

Strategies for teaching EFL to young learners (aged approximately between 6 and 11 years old)

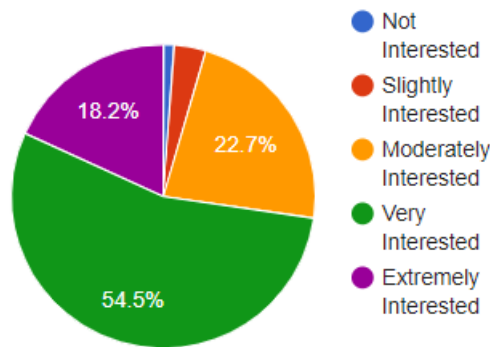


Figure 25: Level of Interest in Strategies for Teaching EFL to Young Learners.

Strategies for teaching EFL to middle/high schoolers (aged between 13 and 18 years old)

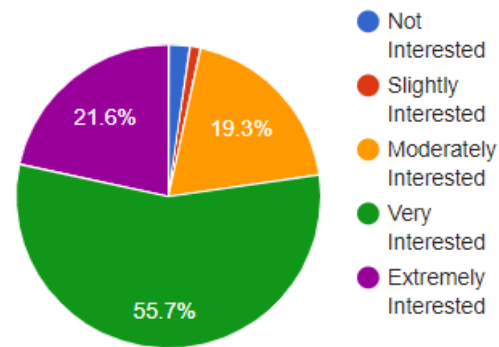


Figure 26: Level of Interest in Strategies for Teaching EFL to Middle/High schoolers.

Considering 21st century skills and EFL teaching, 1,1% (n=1) said they were not interested, 4,5% (n=4) slightly interested, 13,6% (n=12) moderately interested, 60,2% (n=53) very interested and 20,5% extremely interested. On the topic of special needs in the EFL classroom, 2,3% (n=2) claimed they were not interested, 6,8% (n=6) slightly interested, 19,3% (n=17) moderately interested, 42% (n=37) very interested, and 29,5% (n=26) very interested.

21st century skills (includes technology) and EFL teaching

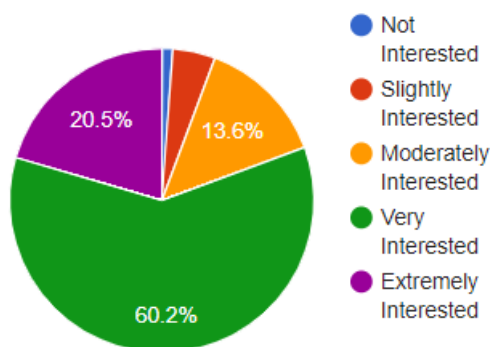


Figure 27: Level of Interest in 21st Century Skills and EFL Teaching.

Special needs and inclusion in the EFL classroom

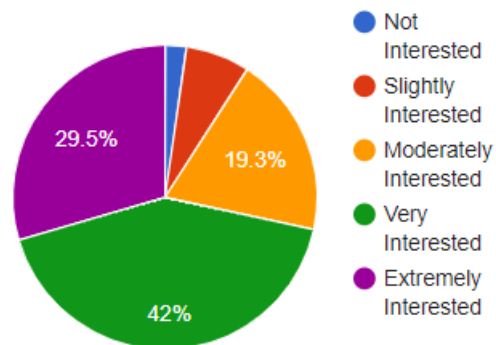


Figure 28: Level of Interest in Special Needs and Inclusion in the EFL Classroom.

On differentiated instruction for mixed ability classrooms, 2,3% (n=2) claimed they were not interested, 3,4% (n=3) slightly interested, 22,7% (n=20) moderately interested, 53,4% (n=47) very interested, and 18,2% (n=16) extremely interested. On material

development 2,3% (n=2) also claimed they were not interested, 4,5% (n=4) slightly interested, 23,9% (n=21) moderately interested, 47,7% (n=42) very interested, 20,5% (n=18) extremely interested, with 1,1% (n=1) choosing not to answer the question.

Differentiated instruction for mixed ability classrooms

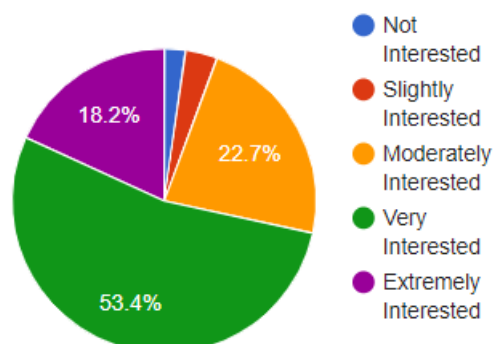


Figure 29: Level of Interest in Differentiated Instruction for Mixed Ability Classrooms.

Material development

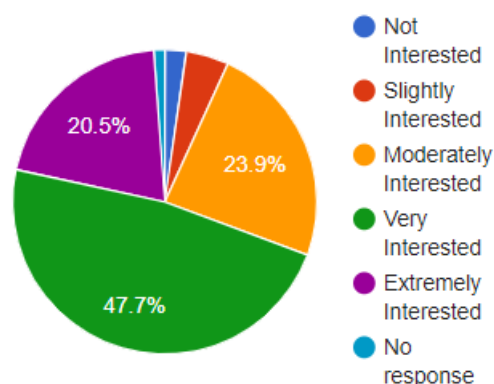


Figure 30: Level of Interest in Material Development.

On the topic of integrating different types of assessment, 2,3% (n=2) claimed they were not interested, 4,5% (n=4) slightly interested, 21,6% (n=19) moderately interested, 56,8% (n=50) very interested, and 14,8% (n=13) extremely interested. On the topic of methodologies for the use of mother tongue and/or second language in the EFL classroom, 2,3% (n=2) also claimed they were not interested, 4,5% (n=4) also slightly interested, 27,3% (n=24) moderately interested, 39,8% (n=35) very interested, 23,9% (n=21) extremely interested, with 2,3% (n=2) choosing not to answer the question.

Integrating different types of assessment

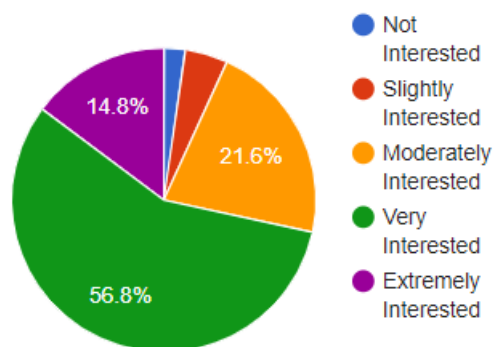


Figure 31: Level of Interest in Integrating Different Types of Assessment.

Methodologies for the use of mother tongue and/or second language in the EFL classroom

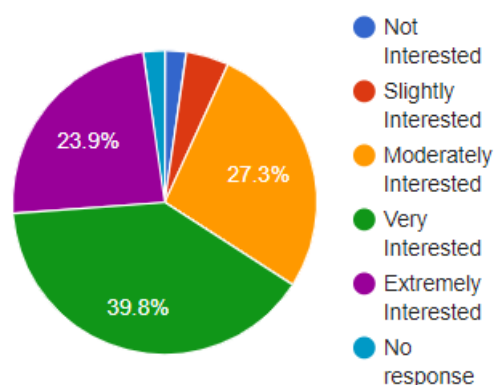


Figure 32: Level of Interest in Methodologies for the Use of MT/SL in the EFL Classroom.

On the topic of language development for EFL teachers, 2,3% (n=2) claimed they were not interested, 3,4% (n=3) slightly interested, 18,2% (n=16) moderately interested, 58% (n=51) very interested, 17% (n=15) extremely interested, with 1,1% (n=1) choosing not to respond. Finally, on the topic of teaching the four language skills in large classrooms, 2,3% (n=2) claimed they were not interested, 4,5% (n=4) slightly interested, 21,6% (n=19) moderately interested, 46,6% (n=41) very interested, 22,7% (n=20) extremely interested, with 2,3% (n=2) choosing not to respond to the question.

Language development for EFL teachers

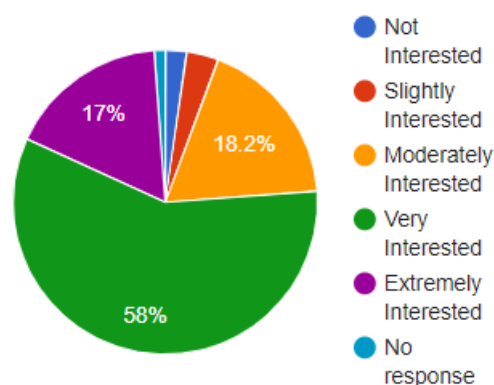


Figure 33: Level of Interest in Language Development for EFL Teachers.

Teaching the four language skills in large classrooms

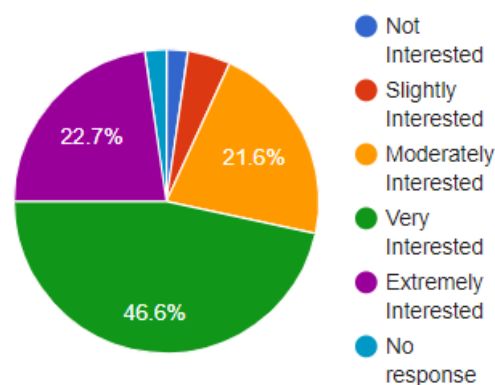


Figure 34: Level of Interest in Teaching the Four Language Skills in Large Classrooms.

Serving as a complement to Q1 and Q2, Q3 aimed at giving teachers the freedom to include any other topics that they would be interested in. Table 19 below summarizes the information received, regarding responses provided by respondents to Q3: *Please specify any particular areas that are part of the topics above that you would be interested in learning from during IST. Also, indicate any other topics that you would be interested in learning about that are not included above.*

Topics	Comments
Intercultural competence in EFL teaching/learning	"I am not familiar with intercultural competence in the efl classroom, would like to explore more this topic." "I think the area of intercultural competence is one Im not very familiar with I would like to learn more about it." "I would be interested in learning more about intercultural competence, though we do not get many students from different countries." "intercultural competence sounds like an interesting area to explore."
Classroom management and student engagement	"Classroom management is a fascinating topic because every class is different." "How to motivate students who are not at all motivated." "Tools to keep students engaged and interested in learning new languages"

Strategies for teaching EFL to young learners (aged approximately between 6 and 11 years old) Strategies for teaching EFL to middle/high schoolers (aged between 13 and 18 years old)	"Teaching EFL to young learners with special needs" "Strategies for Teaching EFL in all levels." Developing Reading Habits in children and teenagers. Developing oral communication skills in children and teenagers.
21st century skills (includes technology) and EFL teaching	"I really want to learn about how to design lessons which focus on the 21st skills, so that my students can be more prepared to use English more efficiently." "Using technology in the classroom"
Special needs and inclusion in the EFL classroom	"I would like to learn more about special needs and inclusion methodologies, so I can apply them in my classroom and help my students" "I would like to learn and explore the Special Needs and inclusion in the classroom" "I think is important to help us with special needs in efl classroom because we have students with special needs and no training." "A topic that I am keen in learning is Special Needs and inclusion in the EFL classroom. I am already working with special needs students but I feel that I need more instructions and guidance." "Evaluation methods for Students with special Needs"
Material development	"Material development is important because in cv we have difficulty with finding materials that are dynamic for teaching."
Methodologies for the use of mother tongue and/or second language in the EFL classroom	"I would be really interested in "Languaging" concerning: Methodologies for the use of mother tongue..."
Teaching the four language skills in large classrooms	"Teaching the four language skills in large classrooms is the topic I would like to further study and learn more about." "Teaching English according to students need and reality. Also, the system needs to focus in literature, reading more than grammar. Single grammar is not helping EFL students at all." "Literature, graded and Extensive reading and reading and comprehension"
Other areas	Teaching through aids and MOOC (Massive Open Online Course)

	Online teaching Literature, graded and Extensive reading and reading and comprehension, Methodology for the use of English in and out of the classroom as a foreign language. Effective teaching demands constant improvement and training. All areas are important. PBL (Project-based learning) - Story telling for young learners.
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Table 19: Data Summary for Q3.

We had previously considered three perspectives in which to examine the set of data described above regarding the first three questions: categorizing the information by island, then looking at the relationship between the twelve topics concerning the level of familiarity and level of interest, and finally looking at the relationship between the levels of familiarity and interest as they correlate. However, we found a significant challenge with the first approach in the sense that Boavista, Fogo, Maio, Sal, Santo Antão, and São Nicolau all have 9% or less respondents each, with a combined 39.9% of respondents while Santiago and São Vicente have a combined 60,1% of respondents. Considering this significant disparity, we follow a general approach looking at the data considering all islands of the archipelago. Therefore, we focus on the two last perspectives that we discuss below.

First, we examined teachers' familiarity with the proposed topics in EFL; more specifically we compared the topics as represented in teachers' responses. Then, we examined the responses provided in Q1 and Q2, considering the correlation between teachers' claimed familiarity with each topic and their level of interest. Finally, we examined what specific insight is provided in Q3, regarding the pre-determined topics in EFL as well as teachers specific insight in other topics.

When looking at the relationships between the responses provided for Q1 regarding teachers' familiarity with the twelve topics, we found that, in general, the lowest levels of familiarity reported by teachers concentrated in the following topics: 1) special needs and inclusion in the EFL classroom, with a combined 46,6% with not familiar and slightly familiar responses, and 28,4% selecting the moderately familiar level, with a combination of 75% of respondents claiming to have moderate to no familiarity with the topic; 2) intercultural competence in EFL teaching/learning with a combined 35,2% respondents who claimed to be slightly or not familiar at all in the topic, which came up to an overall 73,8% claiming to have

moderate to no familiarity with the topic; 3) methodologies for the use of mother tongue and/or second language in the EFL classroom with a combined 26,1% of respondents claiming slight or no familiarity with the topic, and an overall 57,8% claiming moderate to no familiarity with the topic; 4) differentiated instruction for mixed ability classrooms with 19,3% claiming slight to no familiarity, and an overall 63,6% claiming to have moderate to no familiarity with the topic; 5) language development for EFL teachers with a combined 14,8% of respondents claiming to be slightly or not familiar with the topic, and an overall 59,1% claiming moderate to no familiarity with the topic. On the other hand, we also looked at the topics in which respondents claimed the highest levels of familiarity, and found the following: 1) strategies for teaching EFL to middle/high schoolers, with a combined 77,3% of respondents claiming to be very or extremely familiar with the topic; 2) classroom management and student engagement with 68% combined responses of very and extremely familiar; 3) teaching the four language skills in large classrooms, with a combined very and extremely familiar responses of 60,2%; 4) integrating different types of assessment with a total of 55,7% of combined very and extremely familiar responses.

Interestingly, we found that the data collected in three topics showed minor differences in the responses related to the lowest and highest levels of familiarity: material development, strategies for teaching EFL to young learners, and 21st century skills and EFL teaching, which indicated lowest levels of familiarity selected by 46,6%, 48,8%, 51,2% of respondents, respectively, and highest levels of familiarity selected by 51,2%, 51,1%, 47,7% of respondents, respectively. The topics in which respondents claimed the lowest level of familiarity are consistent with conclusions drawn through observations and bibliographical research regarding the educational system, as well as pre-service and in-service training offered to EFL teachers in Cape Verde. We know that there is a National Plan for Teacher Training yet to be implemented as of the time in which we report on this research, and that prior to the implementation of this plan, in-service training is not regulated nor offered consistently to teachers across the country. For instance, inclusion of students with special needs in mainstream classrooms is a general practice in Cape Verde; however, we have been unable to find records that indicate specific training on how to properly include special needs students in the EFL classroom. Special education is a broad topic, and the specificities and diversity of individual special needs that teachers might face in the classroom are crucial for

consideration in terms of making sure that teachers understand and are able to apply best practices and have access to regular support and training. Furthermore, through a thorough analysis of the National Plan for Teacher Training to be implemented, we were able to identify intercultural competence in the EFL classroom as a topic missing from the curricula. The results from teachers' responses to this question reinforce the previous findings and argument on this topic. As we consider the relevance of practices that capitalize on intercultural language teaching for global citizens, we reiterate the importance of bringing intercultural practices into the classroom to raise student awareness and ability to interact with people from different backgrounds.

The second perspective in the analysis of this set of data led us to examine how teachers' level of familiarity correlates with their level of interest in the topics proposed. First, we look at the lowest level of interest per topic: 1) methodologies for the use of mother tongue and/or second language in the EFL classroom with 6,8% of respondents reporting no or slight interest in the topic, which combined with moderate interest brought the total to 34,1% of respondents in the lower end of the interest level; 2) material development, also with 6,8% of respondents claiming no or slight interest in the topic, which combined with respondents who claimed moderate interest makes up a total of 30,7%; 3) special needs and inclusion in the EFL classroom; 4) teaching the four language skills in large classrooms; 5) integrating different types of assessment; 6) differentiated instruction for mixed ability classrooms; with the last four topics with respondents who selected no or slight interest: 9,1%, 6,8%, 6,8%, 5,7%, respectively, which combined with moderate interest numbers made a total of 28,4% for each topic. On the other hand, when looking at the highest levels of interest, when combining the very and extremely interested levels we found the following: 1) intercultural competence in the EFL classroom with 84,1% of respondents; 2) 21st century skills and EFL teaching with 80,7% of respondents; 3) strategies for teaching EFL to middle/high schoolers with 77,3% of respondents; 4) language development for EFL teachers with 75% of respondents; 5) classroom management and student engagement with 73,9% of respondents; and finally, 6) strategies for teaching EFL to young learners with 72,7%.

When examining the correlation between familiarity levels and interest levels, we observed several differences. First, both the lowest and highest levels of familiarity in the respective topics were quite similar in terms of number of respondents, with both lowest and

highest numbers above 50% of respondents. On the contrary, the lowest and highest levels of interest show considerable difference in terms of percentage, with lowest level of interest below 35% for each topic, and highest level of interest predominantly above 70% of respondents. This indicates that more respondents had moderate to no familiarity with the selected topics, whereas less respondents had a moderate to no interest in the topics selected. On a different perspective the numbers for the highest familiarity and the highest interest were significantly similar and all above 50%, in the respective topics. Though, in general, respondents indicated a high level of interest in all topics, independently whether the level of familiarity was high or low, data shows that two topics that had the highest number of respondents select high levels of familiarity, were also selected by a high number of respondents as being the areas of highest interest: strategies for teaching EFL to middle/highschoolers and classroom management. Contrastingly, intercultural competence in the EFL classroom, which registered a large number of respondents with the lowest level of familiarity, was on top of the list of topics with the largest number of respondents indicating high interest in the topic. However, considering that the levels of high interest concerning all topics was predominantly above 70%, with only three topics collecting between 47% and 51%, which we still consider a large percentage of respondents, we can infer that the survey respondents demonstrated an openness and already positive attitudes towards IST, demonstrating that even though they felt they were familiar with a specific topic, they were still interested in learning more from it.

Significant insight regarding teachers' interest with the twelve proposed topics was also provided in Q3, with specific insight focusing on the areas of intercultural competence, classroom management, strategies for teaching EFL to young learners as well as middle/highschoolers, 12st century skills and the EFL classroom, special education, material development, methodologies for the use of mother tongue and/or second language in the EFL classroom, and teaching the four language skills in large classrooms. As represented in Table 19, respondents were specific as to why they were interested in a particular topic, with reasons that included not only a lack of familiarity with a certain topic, but because they were interested in helping their students with specific skills such as reading and oral comprehension, as shown in Table 19. Furthermore, in addition to the insight provided regarding the topics mentioned above, respondents also provided valuable insight on other

topics they would be interested in, that were not pre-determined in the twelve proposed topics. They include online teaching, teaching literature, including storytelling for young learners, and the use of English as a foreign language, in and out of the classroom in a country where students have little exposure to the spoken language. Additionally, though the table shows the areas of preference with specific comments from the respondents, a significant number of comments only indicated the topic from the list provided in Q1 and Q2 with significant entries on intercultural competence, special needs, 21st century skills, classroom management, as well as a significant number of comments capitalizing on the importance of learning from all topics. The specific insight provided in Q3 supports the conclusions drawn from Q1 and Q2, adding specific insight that we would otherwise not have access to through the close-ended questions. As the data from Q1, Q2, and Q3 confirm, even though variation in respondents' knowledge of specific topics was evident, their level of interest in learning from all topics was generally high, providing initial insight into the second variable of the study focusing on teachers attitudes towards IST. However, prior to discussing teachers attitudes towards IST, the next session of this report focuses on the second part of the first variable, characterizing respondents' previous participation in IST.

The second block of the survey included Q4, Q5, Q6, and Q7, with the goal to gain insight on teachers' previous experience with in-service training. Q4 and Q5 aimed at gaining insight on the number of IST courses teachers have participated in, considering a period of 5 years, as well as the duration of each IST course they have participated in, as represented in Figures 35 and 36 below.

In-service training courses attended in the last 5 years

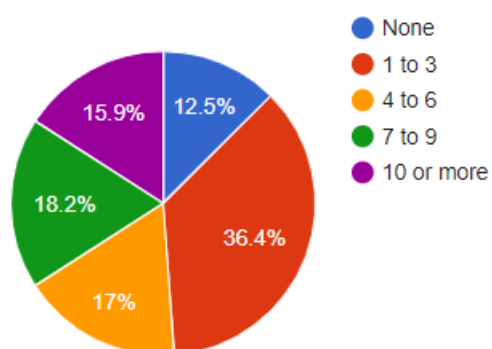


Figure 35: Teacher Training Attendance for the Last 5 Years.

Duration of each in-service training course

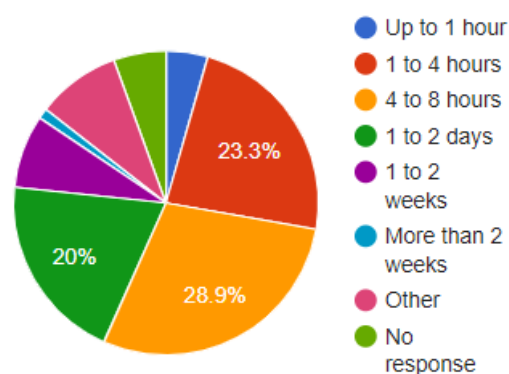


Figure 36: Duration of Training Attended by Teachers.

When asked about in-service trainings attended in the past 5 years, 12,5% (n=11) of respondents indicated none, 36,4% (n=32) one to three courses, 17% (n=15) four to six courses, 18,2% (n=16) seven to nine courses, 15,9% (n=14) ten or more courses. When asked about the duration of each training course, 4,4% (n=4) indicated up to one hour, 23,3% (n=21) one to four hours, 28,9% (n=26) four to eight hours, 20% (n=18) one to two days, 7,8% (n=7) one to two weeks, 1,1% (n=1) more than two weeks, with 8,9% (n=8) providing no response, and 5,6% (n=5) selecting 'other'. The respondents who selected 'other' provided the following responses: "I have not taken part yet in any", "Never participated in any", "NA", "3-4 days". We can infer that participants who selected 'other' might be new teachers, but we can also infer that they might be teachers working in remote locations, where access to training is limited. When analysing data from Figure 35, the category with the highest selection rate is 1 to 3 IST training courses, which shows that respondents who selected this option indicated a low level of participation in training. This could be due to many reasons, including being placed in remote locations to teach, or it could be due to teachers being new to the teaching profession. In addition, most respondents indicated a training duration of 4 to 8 hours, followed by 1 to 4 hours, and 1 to 2 days, respectively, which indicates a range of 1 hour to 2 days of training duration.

Q6, presented with a 5-point scale, aimed at gathering information on how respondents classified the IST courses they attended, regarding their relevance for their teaching practice, how regular they were provided, respondents confidence in trainers knowledge of the subject matter, and if the training courses were accessible to them. Figures 37 through 46 below present the data regarding the ten affirmations that respondents were asked to agree or disagree with, according to the 5-point scale: strongly disagree, disagree, neither disagree nor agree, agree, strongly agree.

The IST courses content was relevant to my current job functions

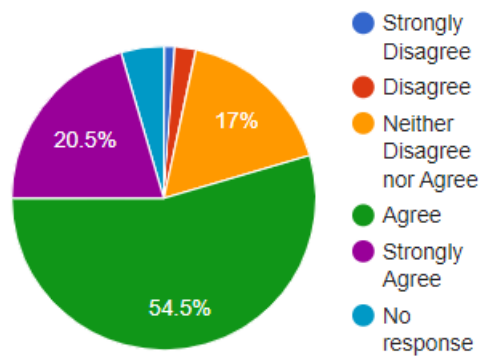


Figure 37: Level of Agreement Regarding Relevance of IST Course Content.

The IST courses have helped me improve the quality of my teaching

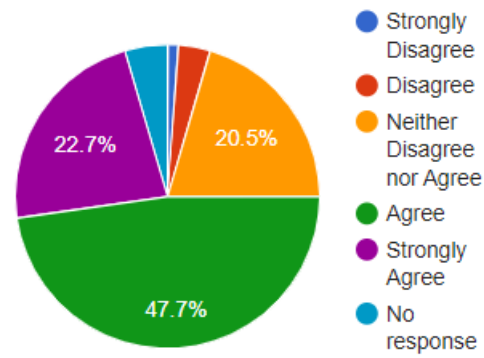


Figure 38: Level of Agreement Regarding IST Courses' Role in Teaching Improvement.

Regarding the statement: The IST courses content was relevant to my current job functions, 1,1% (n=1) selected strongly disagree, 2,3% (n=2) disagree, 17% (n=15) neither disagree nor agree, 54,5% (n=48) agree, 20,5% (18) strongly agree, with 4,5% (n=4) providing no response. Similarly, regarding the statement: The IST courses have helped me improve the quality of my teaching, 1,1% (n=1) selected strongly disagree, 3,4% (n=3) disagree, 20,5% (n=18) neither disagree nor agree, 47,7% (n=42) agree, 22,7% (n=20) strongly agree, with 4,5% (n=4) providing no response.

The IST courses have allowed me efficiently help my students in the classroom

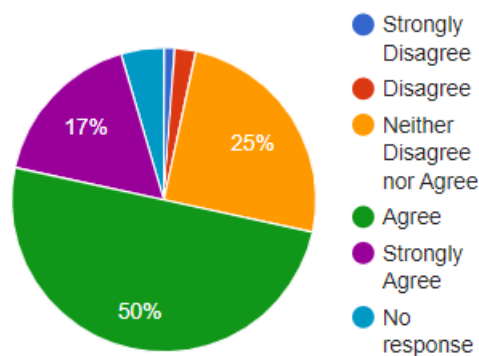


Figure 39: Level of Agreement Regarding IST Courses' Role on Ability to Help Students.

The IST courses have helped me resolve previously identified classroom issues

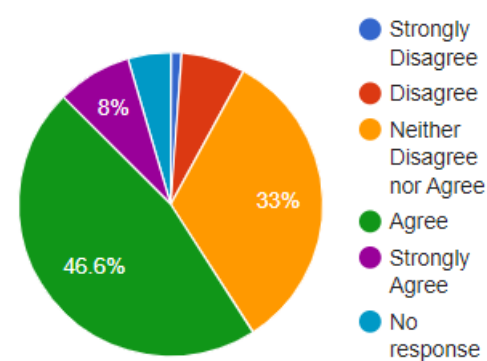


Figure 40: Level of Agreement Regarding IST Courses' Role in Solving Classroom Issues.

Considering the statement: The IST courses have allowed me to efficiently help my students in the classroom, 1,1% (N=1) selected strongly disagree, 2,3% (n=2) disagree, 25% (n=22) neither disagree nor agree, 50% (n=44) agree, 17% (n=15) strongly agree, with no response from 4,5% (n=4). Considering the statement: The IST courses have helped me resolve previously identified classroom issues, 1,1% (N=1) selected strongly disagree, 6,8% (n=6) disagree, 33% (n=29) neither disagree nor agree, 46,6% (n=41) agree, 8% (n=7) strongly agree, with no response from 4,5% (n=4).

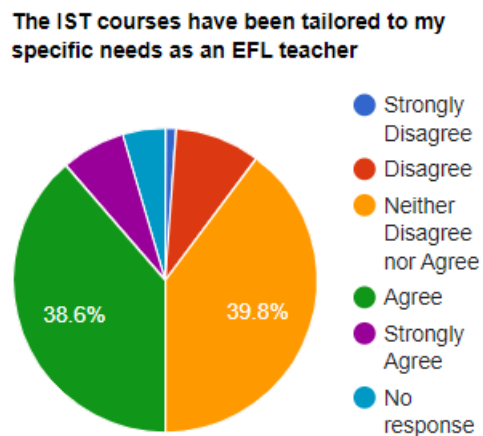


Figure 41: Level of Agreement Regarding IST Courses Being Tailored to their Needs.

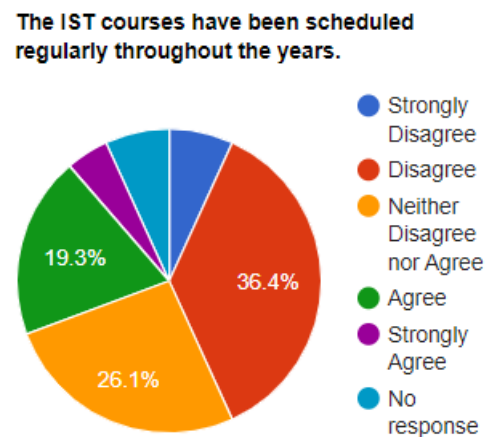


Figure 42: Level of Agreement Regarding Frequency of IST Courses.

Regarding the statement: The IST courses have been tailored to my needs as an EFL teacher, 1,1% (n=1) selected strongly disagree, 9,1% (n=8) disagree, 39,8% (n=35) neither disagree nor agree, 38,6% (n=34) agree, and 6,8% (n=6) strongly agree, with 4,5% (n=4) providing no response. On the other hand, considering the statement: The IST courses have been scheduled regularly throughout the years, 6,8% (n=6) selected strongly disagree, 36,4% (n=32) disagree, 26,2% (n=23) neither disagree nor agree, 19,3% (n=17) agree, 4,5% (n=4) strongly agree, with 6,8% (n=6) providing no response.

The IST courses have been provided by the same trainers.

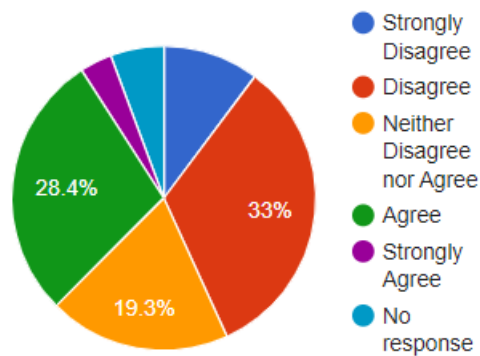


Figure 43: Level of Agreement Regarding IST Trainers.

The IST trainers were qualified and demonstrated competence and knowledge of the subject matter

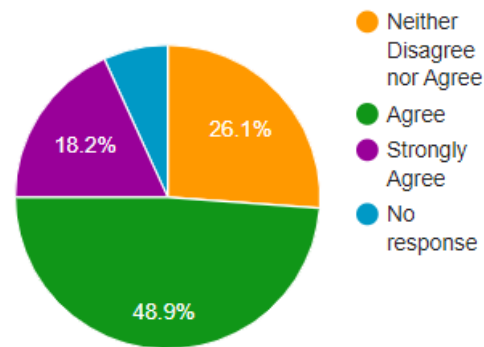


Figure 44: Level of Agreement Regarding IST Trainers' Competence.

Regarding the statement: The IST courses have been provided by the same trainers, 10,2% (n=9) selected strongly disagree, 33% (n=29) disagree, 19,3% (n=17) neither disagree nor agree, 28,4% (n=25) agree, 3,4% (n= 3) strongly agree, with no response from 5,7% (n=5). On the other hand, when considering the statement: The IST trainers were qualified and demonstrated competence and knowledge of the subject matter, 26,1% (n=23) selected neither disagree nor agree, 48,9% (n=43) agree, 18,2% (n=16) strongly agree, with no response from 6,8% (n=6).

The IST courses have been offered close to my community and easy to access

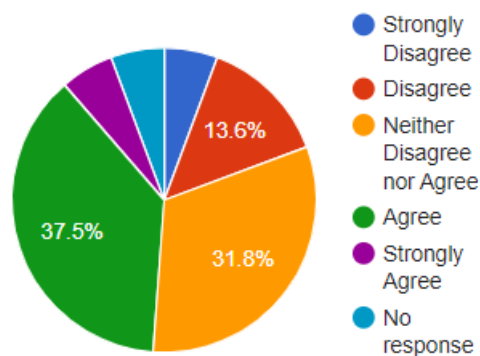


Figure 45: Level of Agreement Regarding IST Accessibility.

The IST courses have taken place online

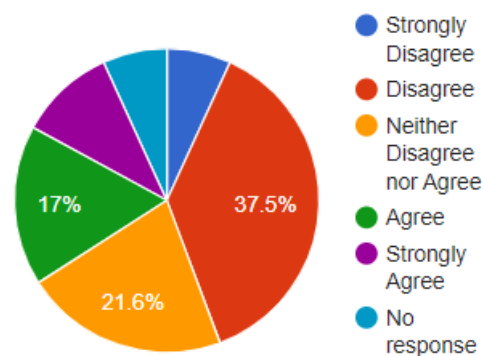


Figure 46: Level of Agreement Regarding IST Being Offered Online.

Considering the statement: The IST courses have been offered close to my community and easy to access, 5,7% (n=5) selected strongly disagree, 13,6% (n=12) disagree, 31,8%

(n=28) neither disagree nor agree, 37,5% (n=33) agree, 5,7% (n=5) strongly agree, with no response from 5,7% (n=5). Regarding the statement: The IST courses have taken place online, 6,8% (n=6) selected strongly disagree, 37,5% (n=33) disagree, 21,6% (n=19) neither disagree nor agree, 17% (n=15) agree, 10,2% (n=9) strongly agree, with no response 6,8% (n=6).

Table 20 below summarizes the data collected from Q7, which aimed at collecting specific information from teachers' training experiences, as a complement to Q5 and Q6. The data is organized into two categories: training topics specific to EFL teaching and learning on one side, general topics on the other side.

Topics specific to EFL teaching and learning	General topics
• Lesson planning • Material development • Teaching English using online platforms • Using EFL course books in the classroom • EFL syllabus design • Teaching English for specific purposes - Teaching the four language skills with and without technology • Classroom management: managing group work, giving feedback, creating and using rubrics, • Introducing graded reading in the classroom, • New technologies and new English curricula. • Creating games or flashcards • Teaching grammar communicatively - Motivating Strategies • Communicative language approach • Using realia in the classroom - Developing differentiated strategies to EFL teaching • Teaching large classes • Teaching methods and strategies using specific materials in classroom. • Teaching young learners - Accountability	• Social and Emotional Reciprocity for Staff Members • Digital educational resources, learning assessment. • New technologies for the classroom (moodle, google classroom, microsoft teams) • The use of apps like Google classroom and Zoom • Sige (sistema integrado de Gestão escolar) • Encouraging Self-Direction and Self-Regulation Through Autonomy-Centred Homework; • Checking Plagiarism Online Tools; • A Framework for Developing Online Tests; • Social Emotional Reciprocity and Leadership • Pedagogical supervision • Many different topics, including special education. • Parents-teacher meetings

• Differentiating Instruction in Online Classrooms	
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Table 20: Data Summary for Q7.

Apart from the two categories represented above, we also received data regarding respondents' perspective on the topics they have participated in, represented in the following quotes⁹: "Over the years I have participated in many trainings, from school procedures, to using technology and to integrating curriculum." (Respondent A); "Sometimes training is about teaching English, but most of the time it is about...the Ministry of Education" (Respondent B); "Throughout my career I have received training in many areas, both in the field of teaching English and in general aspects of the Cape Verdean Educational System" (Respondent C); "Training was not focused on teaching, rather on policies" (Respondent D); and "We need more training specific to our teaching area. Not just general training..." (Respondent E). Furthermore, Respondent F provided feedback as quoted below:

We don't have a regular way of participating in training. The only thing that is regular is the Ministry always schedules general trainings for the beginning of each school year, but in terms of EFL teaching, trainings are irregular.

The data described above can be analysed following different perspectives. We examined as follows: first, by analysing Q4 and Q5 in terms of teacher training participation, second, by analysing the relationship and patterns between the data collected from the ten statements from Q6 regarding training quality and accessibility, and finally, the specific topics that respondents pointed out as being the focus of the IST courses they have attended.

Many studies have been conducted about the duration of IST for teachers, and as pointed out by Desimone and Garet (2015), effective training should have the duration of 20 to 100 hours in a year's time. Though there are many other factors that play a role in effective IST, we look at the data collected in Q4 and Q5 considering the time criterion suggested by the authors mentioned above. A total of 53,4% (n=47) of respondents indicated participating in 1 to 4 IST courses over a 5-year period, with 72,2% (n=65) respondents indicating in Q5 a duration of 1 hour to 2 days of training per course. Notably, these numbers are far below the recommended number of hours of teacher participation in IST per year. This, we infer, could

⁹ We will henceforth use letters to identify quotes from respondents to the survey.

be due to many reasons including the following: a) lack of an IST framework in place; b) lack of policies that include IST as a requirement for teachers' career progression; c) lack of IST offered to teachers; d) teachers' lack of time to participate in IST due to heavy workloads; e) teachers' lack of motivation to participate in IST, among others. Considering the data examined so far, we capitalize on lack of consistent training offered to teachers as well as lack of policies in place to ensure teachers participation in IST. The analysis of Q6 responses below provides further insight on training quality and accessibility.

Q6-Please rate how much you agree or disagree with the following statements regarding the in-service training (IST) courses that you have attended in the last 5 years, provided information on how teachers regarded the trainings they attended as being effective in the following areas: a) relevance for current job functions, b) improvement of the quality of teaching, including ability to help students and resolve classroom issues, c) specificity of training according to their needs, d) frequency of trainings, e) trainers and their competence, f) accessibility of training, including training being offered close to teachers' community and/or online. While examining the data, we identified two different patterns. First, considering the four statements: 1) The IST courses content was relevant to my current job functions, 2) The IST courses have helped me improve the quality of my teaching, 3) The IST courses have allowed me to efficiently help my students in the classroom, 4) The IST trainers were qualified and demonstrated competence and knowledge of the subject matter. We found a pattern in the most selected levels of agreement: agree, and strongly agree, with each level of agreement being selected by a similar number of respondents, with most respondents giving positive feedback regarding training efficiency regarding the above statements. A combined total of 75% (n=66) of respondents indicated to agree or strongly agree that the trainings received proved to be relevant to their current job functions, 70,4% (n=62) indicated to agree or strongly agree that the trainings helped them improve the quality of their teaching, 67% (n=59) indicated that the trainings allowed them to efficiently help students in the classroom, and finally, 67,1% (n=59) indicated to agree or strongly agree that trainers were qualified and demonstrated competence and knowledge of the subject matter. With this information we can infer that most respondents were satisfied with the trainings they received in terms of the statements presented. However, we also found a considerable number of respondents selecting neither disagree nor agree with similar numbers as the strongly agree alone category. There may be different reasons why this is so, they might

include the following: respondents may have been unable to remember their experience regarding the statements, they may have simply not been sure if the trainings were indeed successful regarding the four statements, or, we also have to consider that they may have been unwilling to select the level of agreement that truthfully represented their experience. Though it might be argued that having between 17% to 26% of respondents select the 'neither disagree nor agree' option might prevent us from understanding teachers' perspective on the four statements, it can also be counter argued that the high number of respondents, that combined, indicated to agree or strongly agree with the statements, provides a clear picture of how most respondents felt about their experience regarding how training positively affected their teaching practice.

As we further examined the data, we saw a pattern shift in the level of agreement with the following statements: 1) The IST courses have helped me resolve previously identified classroom issues, 2) The IST courses have been tailored to my specific needs as an EFL teacher, 3) The IST courses have been offered close to my community and easy to access. Data collected from these three statements indicated a decrease in the number of respondents who had agreed, or more significantly, strongly agreed comparing with the statements we previously examined. Combined, the number of respondents who indicated to agree or strongly agree with the statements are: 54,6% (n=48) regarding courses helping resolve previously identified issues; 45,7% (n=41) regarding courses being tailored to their specific needs as EFL teachers; 43,2% (n=38) regarding courses being offered close to their community and easy to access. Furthermore, there is a change regarding the increase in responses indicating to neither disagree nor agree with the three statements, with 31,8% to 39,8% of respondents choosing not to indicate agreement or disagreement with the statements. Though more than 50% of respondents indicated to agree or strongly agree that IST courses attended helped them to resolve previously identified issues, the numbers for the statements regarding courses being tailored to their specific needs and being offered close to their community fall in the 40% range, which is much closer to the numbers that indicated 'neither disagree nor agree' falling in the 30% range.

Moving forward, we found the most considerable pattern change in the level of agreement regarding the following statements: 1) The IST courses have been scheduled regularly throughout the years, 2) The IST courses have been provided by the same trainers,

3) The IST courses have taken place online. Considering the three statements, there is a pattern shift in the number of responses from the agreement to the disagreement perspective. Combined, 43,2% (n=38) indicated to disagree or strongly disagree with two statements: that trainings were scheduled regularly throughout the years, and that IST courses had been provided by the same trainers. Furthermore, 44,3% of respondents indicated to disagree or strongly disagree that the IST courses took place online. These numbers are lower compared to the ones indicating agree or strongly agree with the first statements we examined above, but they are significant when we look at the number of respondents who agreed with these last statements, ranging from 17% to 28,4%. Taking the numbers into consideration, we can conclude that even though most respondents positively characterized their experience with IST in terms of helping them better perform their jobs at the classroom level, a considerable number of respondents indicated that trainings were not offered on a regular basis. The data continues to be consistent with what has been previously discussed regarding the need for consistent IST training for EFL teachers in Cape Verde.

Regarding Q7- *Please list topics discussed in the training courses you have participate in*, respondents indicated to have participated in trainings related to a variety of topics in EFL teaching and learning, as well as related to topics in education, in general. In characterizing the training topics, both specific to EFL and general, we found all topics to be relevant to successful language teaching, with great potential in contributing to teachers' professional development. Furthermore, and as represented in the quotes of respondents above, though respondents indicated needing more IST specific to EFL teaching, the major issue that negatively characterizes the IST that respondents participated in has to do with how frequent trainings were offered. Respondents capitalized on not having regular trainings available, as well as having a full schedule that would prevent them from participating, even if they did have more trainings available. Overall, we gathered from the characterization of teachers experience with IST the following interpretation: most respondents characterized their IST experience as being positive and effective in terms of helping them better perform their jobs as teachers, at the classroom level, with some contradictions presented in Q7 when examining comments that indicate the need for more training tailored to teachers specific needs as EFL teachers; a significant number of respondents characterized the IST trainings they attended as being offered close to their community and easy to access, though they were

offered on an irregular basis, which respondents characterize in their comments as something they would like to see resolved; though respondents indicated a need to make trainings more regular, they also indicated the need to have more space out of their schedules to be able to participate in more regular trainings.

The following section of data report focuses on Q8 through Q11. These questions were designed to provide insight on respondents' views, feelings, and attitudes toward in-service training, in general. In this section of the survey, the aim was to collect information on the last variable related to teachers attitudes towards IST. Starting with Q8, respondents were asked the following: *Please rate how much you agree or disagree with the following statements.* Using a 5-point agreement scale, they were presented with ten statements. Figures 47 through 56 below represent the data collected:

I think participating in IST is a great way to improve my teaching skills.

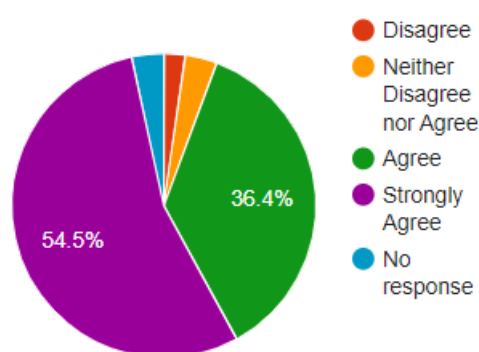


Figure 47: Level of Agreement Regarding IST and Skills Improvement.

I think participating in IST is a great way to improve my language skills.

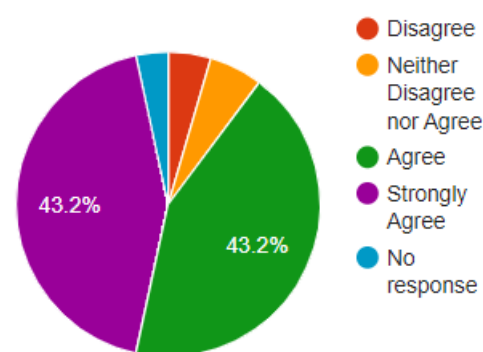


Figure 48: Level of Agreement Regarding IST and Language Improvement.

Considering the statement: I think participating in IST is a great way to improve my teaching skills, 2,3% (n=2) selected disagree, 3,4% (n=3) neither disagree nor agree, 36,4% (n=32) agree, 54,5% (n=48) strongly agree, with no response from 3,4% (n=3) of respondents. The second statement: I think participating in IST is a great way to improve my language skills gathered similar responses: 4,5% (n=4) selected disagree, 5,7% (n=5) neither disagree nor agree, 43,2% (n=38) agree, 43,2% (n=30) also strongly agree, with no response from 3,4% (n=3).

I enjoy participating in IST courses.

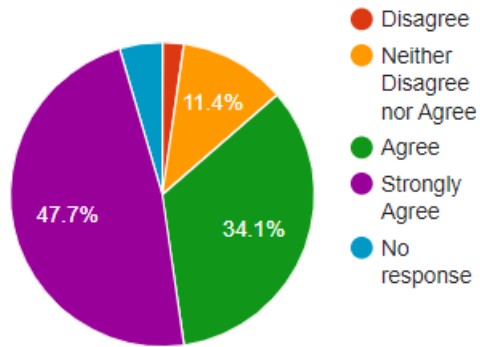


Figure 49: Level of Agreement Regarding Enjoyment of IST Courses.

I would participate in more IST courses if I had a chance.

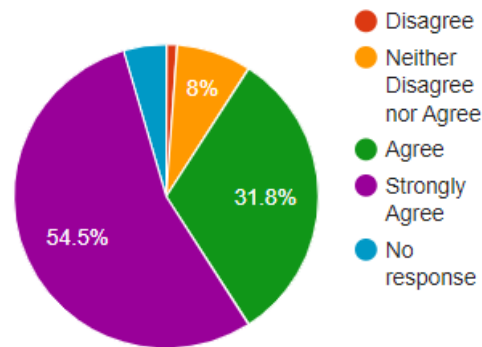


Figure 50: Level of Agreement Regarding Willingness to Participate in more IST Courses.

Considering the statement: I enjoy participating in IST courses, 2,3% (n=2) of respondents selected disagree, 11,4% (n=10) neither disagree nor agree, 34,1% (n=30) agree, 47,7% (n=42) strongly agree, with no response from 4,5% (n=4) of respondents. On the other hand, regarding the statement: I would participate in more IST courses if I had a chance, 1,1% (n=1) of respondents selected disagree, 8% (n=7) neither disagree nor agree, 31,8% (n=28) agree, 54,5% (n=48) strongly agree.

I would recommend participating in IST courses to my colleagues.

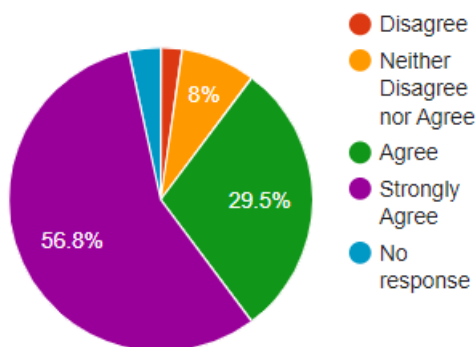


Figure 51: Level of Agreement Regarding Willingness to Recommend IST to Colleagues.

I have taken the initiative to participate in IST courses that were not offered by the Ministry of Education.

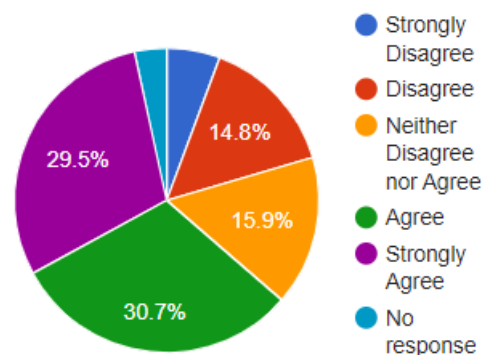


Figure 52: Level of Agreement Regarding Initiative to Participate in IST.

Regarding the statement: I would recommend participating in IST courses to my colleagues, data shows that 2,3% (n=2) of respondents disagree, 8% (n=7) neither agree nor

disagree, 29,5% (n=26) agree, 56,8% (n=50) strongly agree, with no response from 3,4% (n=3) of respondents. Considering the statement: I have taken the initiative to participate in IST courses that were not offered by the Ministry of Education, 5,7% (n=5) selected strongly disagree, 14,8% (N=13) disagree, 15,9% (n=14) neither disagree nor agree, 30,7% (n=27) agree, 29,5% (n=26) strongly agree, with no response from 3,4% (n=3) of respondents.

I have tried to find IST courses online to participate in.

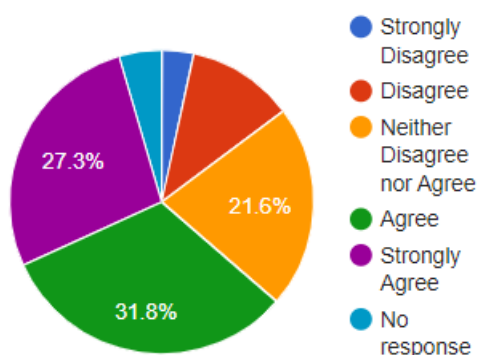


Figure 53: Level of Agreement Regarding Attempts to Participate in Online IST.

I think the government should provide more opportunities for IST for teachers.

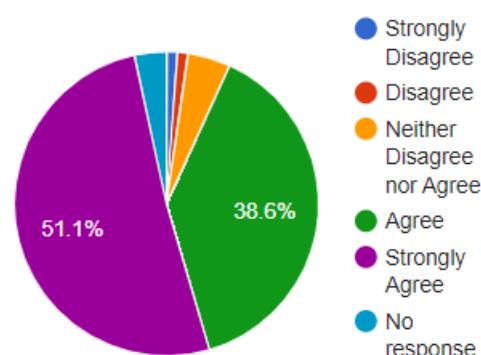


Figure 54: Level of Agreement Regarding Government IST Offer.

Furthermore, for the statement: I have tried to find IST courses online to participate in, 3,4% (n=3) of respondents selected strongly disagree, 11,4% (n=10) disagree, 21,6% (n=19) neither disagree nor agree, 31,8% (n=28) agree, 27,3% (n=24) strongly agree, with no response from 4,5% (n=4) of respondents. On the statement: I think the government should provide more opportunities for IST for teachers, 1,1% (n=1) selected both strongly disagree and disagree, 4,5% (n=4) neither disagree nor agree, 38,6% (n=34) agree, 51,1% (n=45) strongly agree with no response from 3,4% (n=3).

I would participate more in IST courses if the training hours counted towards my career progression.

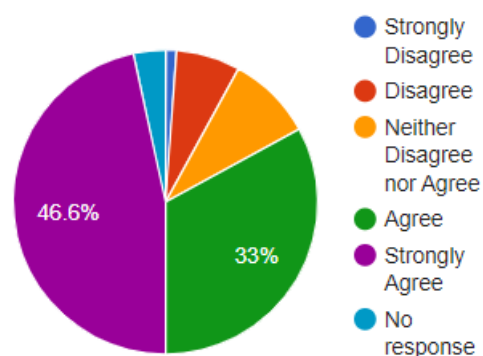


Figure 55: Level of Agreement Regarding IST and Career Progression.

I think participating in IST is a complete waste of my time.

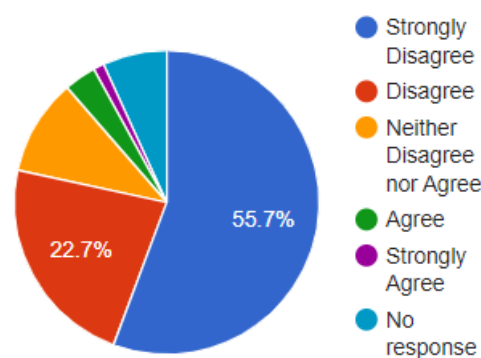


Figure 56: Level of Agreement Regarding the Usefulness of IST.

For the statement: I would participate more in IST courses if the training hours counted towards my career progression, 1,1% (n=1) of respondents selected strongly disagree, 6,8% (n=6) disagree, 9,1% (n=8) neither disagree nor agree, 33% (n=29) agree, 46,6% (n=41) strongly agree, with no response from 3,4% (n=3) of respondents. Finally, considering the last statement: I think participating in IST is a complete waste of my time, a considerable 55,7% (n=49) of respondents selected strongly disagree, 22,7% (n=20) disagree, 10,2% (n=9) neither disagree nor agree, 3,4% (n=3) agree, 1,1% (n=1) strongly agree, with no response from 6,8% (n=6) of respondents.

Additionally, to complement the data collected from the close-ended questions above, Q9 aimed at giving respondents the opportunity to share their specific thoughts about IST: *Q9-Based on your answers to the affirmations above, please expand on your thoughts about in service training.* As represented in the table below, responses were categorized into two areas: benefits of IST and suggestions for IST.

Benefits of IST	Suggestions for IST
- Improve teaching and student learning - Promote cooperation among EFL teachers - Provide skills to meet educational demands - Contribute for both professional and personal development - Improve language skills for non-native EFL teachers	- Provide regular and consistent training. - Make it count for teacher career progression. - Support teachers with strategies to minimize challenges related to taking time out of a busy schedule to participate in IST.

• Update teaching skills, recycle teaching strategies and prepare for new challenges • Provide opportunities for teachers to reflect on their own teaching • Improve teacher motivation to work	• Effective implementation with topics of interest to teachers.
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Table 21: Data Summary for Q9.

Also represented in the quotes below, are some specific views shared by respondents:

I am very fond of IST; in fact, my thesis...was based on that. I had organized IST for teachers under my supervision and neighbour schools, which proved to be very useful. I believe IST is like water that we provide plants to grow. Teachers need that, as plants need water. (Respondent A)

I reaffirm here my willingness to participate in in-service training. I always try to attend the ones offered by the Ministry of Education, but I also search for ones offered in private institutions. I see in IST a great opportunity to increase professionally and personally. I especially like the ones that help me improve my language skills since I am not native. (Respondent B)

I strongly believe that participating in IST should be counted toward career progression. It is time taken from a busy routine for the overall benefit of the community, thus should be rewarded. (Respondent C)

In-survey training, I one of the best to find yourself when it comes to teaching and learning. Today, I have more practical methodologies and digital resources that are helpful for my career that I was not aware of. Participation in IST is a great way to improve my language and teaching skills. (Respondent D)

Furthermore, Q10 inquired about the frequency in which respondents were willing to participate in IST, with results represented in the chart below:

IST participation frequency

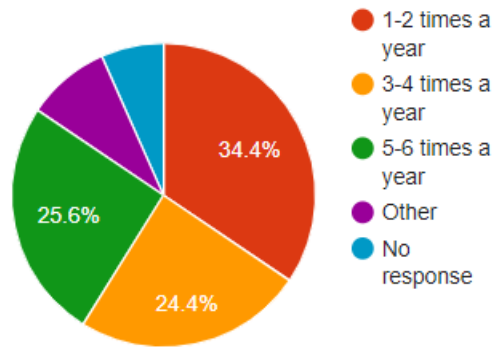


Figure 57: Frequency in Which Teachers are Willing to Participate in IST.

Specifically, 34,4% (n=31) of respondents indicated they would be willing to participate in IST once or twice a year, 24,4% (n=22) 3-4 times a year, 25,6% (n=23) 5-6 times a year, 8,9% (n=8) other, with 6,6% (n=6) providing no response to the question. The respondents that indicated 'other' specifically shared their responses, including: once every trimester, every month, every three months, and once every two years.

When it comes to the preference in terms of training format, the three charts below present the data according to respondents' preference in terms of face-to-face, blended, and online only training modalities:

Face to face only.

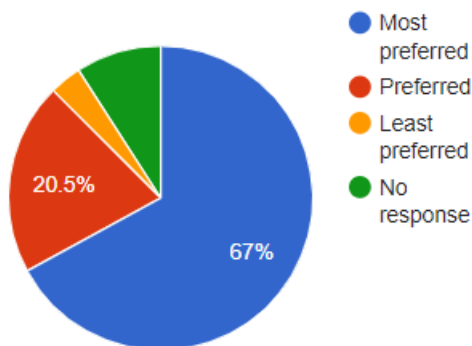


Figure 58: Respondent Preference for Face-to-Face IST only.

Blended: mixture of face to face and online (videoconference and learning platform).

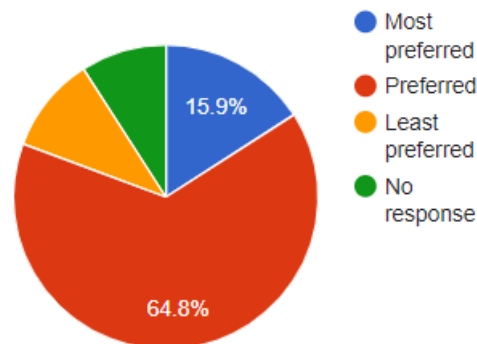


Figure 59: Respondent Preference for Blended IST.

Online only: (videoconference and learning platform).

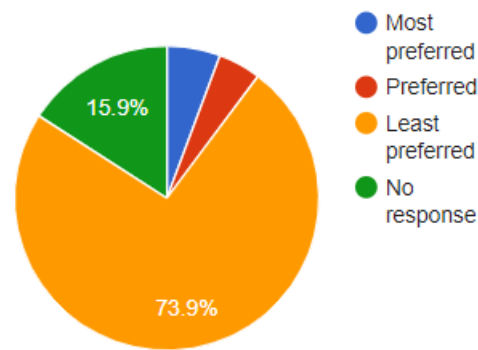


Figure 60: Respondent Preference for Online IST only.

According to the data, 67% (n=59) of respondents selected face-to-face only as their most preferred training modality, 15% (n=14) blended: mixture of face-to-face and online as their most preferred training modality, and 5,7% (n=5) selected online only as their most preferred training modality. Additionally, 20,5% (n=18) selected face-to-face only as their preferred training modality, 64,8% (n=57) selected blended: mixture of face-to-face and online, and 4,5% (n=4) selected online only. Regarding the least preferred training modality, 3,5% (n=3) selected face-to-face only, 10,2% (n=9) selected blended: mixture of face-to-face and online, and a significant 73,9% (n=65) selected online only as their least preferred. Furthermore, 9,1% (n=8) did not submit a response for the face-to-face only and blended: mixture of face-to-face and online, respectively, and 15,9% (n=14) did not submit a response for online only.

Understanding teachers' attitudes towards IST is paramount to this study, not only because it means providing an answer to one of the research questions previously established, but it also provides valuable insight into understanding the other variables of this study and in making recommendations for successful implementation of IST for EFL teachers in Cape Verde. Teachers' attitudes toward IST holds extensive influence in how efficient and effective IST may or may not be for them. Thus, we examined the data above considering the following perspectives: first, we analysed patterns in Q8 statements; second, we categorized the open responses collected in Q9; and finally, we analysed and related answers provided in Q10 with Q11, as well as with Q8 as to gain perspective regarding consistency of responses

related to how we perceived what respondents' believe to be their attitudes towards IST versus what the data suggests are their actual attitudes towards IST.

Beginning with Q8, we found two major patterns in terms of the level of agreement and disagreement using the 5-point scale. The question presented nine positive statements and one negative statement at the very end. The goal was to see how respondents responded to one negative statement after going through all positive statements in the question. For six of the positive statements, responses are unmistakably consistent with a positive attitude, open mindedness and willingness to participate in IST. A combined 90,9% (n=80) indicated to agree or strongly agree that participating in IST is a great way to improve their teaching skills, 86,4% (n=76) also indicated to agree or strongly agree that participating in IST is a great way to improve their language skills, 81,8% (n=72) also agree or strongly agree to enjoying participating in IST, 86,3% (n=76), with the same combined level of agreement, indicated they would participate in more IST courses if they had the chance, with the same percentage indicating they would recommend participating in IST to their colleagues, and finally, 89,7% (n=79) also selecting agree and strongly agree to thinking that the government should provide more opportunities for IST for teachers. Consistent with the information provided in the first six statements analysed, a combined 78,5% (n=69) respondents indicated a positive attitude toward IST by selecting strongly disagree or disagree regarding the statement: I think participating in IST is a complete waste of time.

However, we found a pattern change in the two statements concerning respondents' initiative in participating in IST that were not offered by the Ministry of the Education, and to trying to find IST courses online to participate in. Concerning respondents' initiative to participate in IST courses not offered by the Ministry of Education, there's a combined 60,2% (n=53) of respondents who indicated to agree or strongly agree, comparatively lower than in the previous statements. However, what we consider to be the most significant change in pattern has to do with the number of respondents who indicated to disagree with the statement in comparison with the number of respondents that indicated disagreement with the previous statements discussed above. Specifically, a combined 20,5% (n=18) indicated they disagree or strongly disagree to taking the initiative to participate in IST courses not offered by the Ministry of Education, compared to the 1,1% (n=1) through 4,5% (n=4) who had previously indicated to disagree with the six statements first examined, with no respondents indicating to 'strongly disagree' concerning the six statements. Furthermore,

regarding having tried to find IST courses online to participate in, 59,1% (n=52) of respondents indicated to agree or strongly agree with the statement, also relatively lower than the previous statements, with 14,8% (n=13) indicating to disagree or strongly disagree with the statement. Initial interpretation of the data suggests that teachers' beliefs regarding their attitudes towards IST might differ from their actual attitude toward IST. The greatest number of respondents either agreed or strongly agreed with the statements regarding IST improving their teaching and language skills, their willingness to participate in IST as well as to recommend it to others, and the enjoyment they find in participating in IST. This conflicts with their responses regarding initiatives taken to find IST courses to participate in, offered both online and by institutions other than the Ministry of Education, where a considerable number of respondents indicated to agree or strongly disagree.

When asked to expand on their thoughts regarding IST, respondents' provided answers that fall under two categories: benefits of IST and suggestions for IST. The benefits summarized in Table 21 suggest that respondents understand the importance of IST for teachers' development not only professionally, but personally as well. They demonstrated understanding of teacher collaboration, motivation, and effective teaching and learning as crucial benefits of IST. Respondents' suggestions focused on training frequency, policies to include IST as a requirement for career progression, as well as the implementation of trainings that meet the needs and interests of teachers. Represented in the respondent quotes presented above, respondents reaffirmed their positive mindset regarding IST, providing more specific information on their positive experiences with IST.

Q10: How regularly would you be willing to participate in IST courses? provided valuable insight on what teachers think is acceptable in terms of IST frequency. Considering the most prominent range of training duration between 1 hour and 2 days, as indicated by respondents in Q5, 34,4% (n=31) respondents indicated they would be willing to participate in IST 1-2 times a year, 24,4% (n=22) 3-4 times a year, and 25,6% (n=23) 5-6 times a year. Looking at this data as it relates to Q8, it is evident that, even though most respondents indicated they would be willing to participate in more IST, in fact 58% (n=53), a significant number of them, are in fact only willing to participate in IST up to four times a year, with most of them even indicating 1-2 times a year. Overall, we interpret this data following two perspectives: the openness that respondents believe they have towards IST versus the openness they actually have toward IST. Conflicting information in Q8 statements, as well as

in Q10 choices of training participation frequency, we can infer that teachers believe to have a positive and accepting mindset towards IST. Though in reality they may have a positive and accepting mindset toward IST, the data suggests that this mindset is not to the same extent as to what they believe to have. Data collected through Q8 statements regarding teachers' actions towards IST, specifically having taken the initiative to participate in IST online and/or offered by institutions other than the Ministry of Education show a mismatch between respondents' actions and their ideas and beliefs. In practice they are not open to participate in IST as they indicate to be, and this could be for various personal or professional reasons, including inability to take time off work, lack of incentives and motivation, or simply not considering IST as needed.

Finally, when asked about their preferred training modality, most respondents unquestionably indicated face-to-face as their most preferred, followed by blended: mixture of face-to-face and online, and finally, online only. This information is relevant because it should be considered when designing training for teachers. As discussed above, teacher willingness to participate in training with an open mind is crucial for the successful implementation of training. Therefore, and after interpreting the data, we infer that for the Cape Verdean reality, face-to-face training is the best option according to respondents, with blended training as a second option that could also be acceptable by teachers.

6.3 Part II – Training-Coaching In-Service Training Model

Training module one: intercultural competence in EFL teaching and learning

The training module was designed to help teachers understand and incorporate intercultural competence skills in their classroom. Specifically, the aim was to support teachers in discovering more about their students' needs regarding this topic and identify strategies that can be used in the classroom to help students develop the skills, knowledge, and attitudes that facilitate interaction with people from different backgrounds. As culminated in the last activity of the training, teachers worked in groups to discuss how to incorporate Deardorff's intercultural competence components in their teaching. Each group discussed strategies and activities for each one of the three components, which they then shared with the group. We looked at the data collected in three different perspectives, considering their learning experience from the session.

First, responses suggest participants' understanding of the role of a teacher as not only teaching language, but also "educating" students on different cultures, as represented in the quote below from a training participant¹⁰:

Well, we have a class full of students. Our students have different views, different points of views. Our job is to educate them on different cultures. Especially here, some of us have never travelled before...so, they do not know many cultures. So, we should educate our students on different cultures. (Participant 1)

Responses provided during this activity also served as an informal assessment of teachers understanding on intercultural competence and its components as presented to us by Deardorff. Participants spoke on the importance of cultural self-awareness as well as the importance of learning about and interacting with other cultures, learning to listen and being respectful of others' opinions, understanding how our actions might create conflicting situations with others and learning how to avoid such conflicts, as well as understanding that no one culture is better than another, that all cultures are important. As shown in the quotes below:

My second point is to be able to properly identify one's point of view. Try to get to know that person, so you don't get in trouble, so you do not end up saying something that you don't want to say. Doing something you do not want to do, try to identify that person's point of view, try to get to know them. Once you do that, you may clear some space. (Participant 2)

Another thing that we found interesting is that we should be open-minded, and we should help other students be open-minded that there are different cultures that have different elements, and we should be able to understand these differences. (Participant 3)

Finally, participants came up with four strategies to help students develop the skills, knowledge, and attitudes to help them interact with others. First, selecting texts for reading comprehension that are informative not only of different cultures, but that also include students' reality so that they can learn more about their culture and identify themselves in

¹⁰ We will henceforth use numbers to identify quotes from training participants.

the texts. Second, through discussion of terms related to culture and intercultural competence barriers, including terms such as racism, discrimination, and cultural shock. Third, implementation of role-plays in the classroom that depict real situations regarding the topic of intercultural competence, where students can simulate putting themselves in other's shoes. These roleplays can serve as a modelling opportunity for students to compare different ideas and situations. Fourth, organizing group work activities to help students understand the need for collaboration and how this can help them become better listeners while practicing respecting each other's points of view. Finally, the use of materials such as videos, pictures, and other audio materials to support teachers in bringing new and known realities into the classroom so that students can have the opportunity to discuss important topics and develop the open-mindedness need in interaction with different cultures. These ideas are summarized in the quotes below:

The first one was making students work in groups. We know that a lot of us do this, and it may seem like a simple thing, but it is really important...because we want to teach them how to deal with people with different attitudes. So...we can create the groups and mix the students, putting the shy ones with the talkative ones, and even concerning the language levels, mixing students with different levels...The second one, bringing scenarios to the class and asking students how they would act in that situation...and the last one is modelling...we are trying to relate modelling with roleplays. We can set activities like roleplays in class teaching students how to see things from a different perspective... (Participant 4)

Before students are in touch with people from different backgrounds, they should understand their own culture. And as teachers we can do this through many activities in the classroom. For example. In texts, we have interpretations, we analyse texts. Sometimes we should try to find texts that students identify themselves with. For example that brings our own reality. In this way students will be comfortable and be part of the language they are learning. (Participant 5)

Participant responses to the final activity suggest that the training was successful in reaching the goal of helping teachers understand the importance of incorporating intercultural competence activities in the classroom. Their responses showed their

understanding of the three components and how important interactions with other people are. Even though we were able to see that teachers grasped the knowledge, there was nothing in the training session that showed us that teachers would use the knowledge to implement intercultural communicative language teaching. To implement intercultural communicative language teaching, teachers must make a conscious decision to modify the activities that they are used to and that they shared with one another during training: reading comprehension, roleplays, group work, and discussions. We discuss further in the paper teachers' responses to this question, whether training alone was sufficient for them to implement the practices and knowledge acquired during the training sessions. Furthermore, we capitalize on the importance of modelling, as during this session we modelled some of the activities that the participants pointed out as being good strategies to follow, including presenting scenarios for discussion in different formats (videos, texts, and others) and making participants work in groups to practice listening to one another and sharing ideas. At the end, participants recognized that both information and the ways in which the information is discussed and presented constitute different ways in which we can help students develop the open-mindedness to continue to learn about the world around them.

Training module two: classroom management and student engagement

The aim for this training module was to focus on teachers' own challenges with classroom management and student engagement, and together, support one another in finding strategies to overcome these challenges. Participant teachers spent much of the training session discussing their own challenges and coping mechanisms related to classroom management. Table 22 below presents the challenges they shared during the session.

Challenges with classroom management and student engagement
• Managing misbehaviour • Getting and keeping students' attention • Controlling side conversations (chatting) • Unauthorized use of mobile phones • Student motivation to stay engaged and confidence to interact in English • Keeping students on task

Table 22: Teacher Challenges with Classroom Management and Student Engagement.

These challenges occur differently for every teacher depending on many factors including the environment setting, relationship between students and teachers, number of students in the classroom, and other specific factors that might differ from one setting to another. However, such challenges bring about the fact that teachers are managers and therefore need management skills. Daily, teachers manage more than just teaching students how to speak English. They cannot be successful in teaching students how to speak English if the teaching and learning environment is not conducive for the teaching and learning process to take place. Therefore, we consider classroom management skills to be critical for effective teaching and learning. As pointed out by the teachers, they have experienced challenges that interfere with the teaching and learning process including managing student misbehaviour; keeping students engaged, motivated, and confident to speak English; controlling side conversations; unauthorized use of mobile phones; and keeping students on task. There is not a one-size solution for being able to overcome these challenges in the classroom. It takes trial and error for teachers to understand their students and to be able to devise strategies that may work for their specific needs. Therefore, what may work for some, may not work for all. Consequently, teachers must be able to, with the support of their local colleagues, recognize the challenges that they face and brainstorm strategies for overcoming these challenges. Still, it is not guaranteed that these strategies will work with another group of students. That is why it is important to keep in mind that it might take a different strategy to overcome the same challenge, when it comes to a different group of students or a different classroom setting.

Thus, the second part of this training task was for teachers to come up with strategies to overcome the challenges that they previously pointed about. We organized teachers' shared strategies into four categories: classroom procedures, setting rules and expectations, being flexible and able to adapt content to fit students' interest, and using positive reinforcement. Firstly, setting up clear classroom procedures came up as an important strategy in keeping students engaged and helping to reduce student misbehaviour. Among specific strategies, participant teachers shared ideas such as starting every class with a warm-up to get students ready and having clear procedures throughout the class, so students know what they are expected to do. Having clear procedures may help students stay on task and decrease distractions with side conversations. Setting rules and clear expectations was also a major strategy brought up by teachers in helping deal with issues such as unauthorized use

of mobile phones and other behaviour problems. Specifically, teachers also pointed out the importance of being consistent in following set rules, so that students are also consistent in following the rules. More specifically, and according to participant teachers' views, rules should be created and negotiated with students because if they are a part of the process, they are more likely to follow the rules that they helped create. As shown in the quote below:

...my negotiation is me trying to persuade them to go where I want them to go...then I ask them what do you think we should have in class and what do you think we should avoid in class?'...then when they do something wrong I try to remind them, remember when you said we should do this? (Participant 2)

Furthermore, it was also pointed out by participants that taking the time to plan for content and activities that fit students' interests can help them stay motivated and more likely to engage in classroom activities. This can be done by considering students' different learning styles when we plan. Finally, using positive reinforcement was proposed as an important strategy to cope with the challenges discussed, generally. More specifically, in helping students become more comfortable with using the English language in the classroom and participating in the activities planned by teachers. As explained by one of the participants, see below:

For example, when a student answers a question, even though it is not correct, you shouldn't say 'no your answer is wrong'. You should always try to take something from the answer and motivate to search (for) another...answer. (Participant 3)

Additionally, other forms of positive reinforcement pointed out include dedicating a percentage of students' grade for behaviour, in which students earn extra points for acceptable behaviour, that would reflect positively in their final grade. In addition, teachers pointed out that checking on students regularly, including the shy and outspoken ones is important to keep the balance in classroom participation.

We can then conclude that by the end of the training session teachers had a working understanding of the importance of implementing classroom management strategies as an imperative part of a successful teaching and learning environment. They demonstrated

understanding of the challenges that they face and possible strategies that they could implement to help cope with these challenges. They also demonstrated understanding, and were able to relate to each other's challenges, and contribute with ideas to support each other. Despite all this, we cannot be certain of the impact of this training session on teachers' actual teaching practice. We know they have the knowledge, but we do not know how or if this knowledge translates into teaching practices where such strategies, or any other effective strategy to overcome classroom management and student engagement challenges would be implemented.

Training module three: teaching EFL to middle versus high schoolers

The goal for this training module was to bring awareness to the fact that young learners have different needs than older learners, and to help teachers identify these needs according to the three learner domains: cognitive, physical, and emotional. Below, we proceed to describe the concerns pointed out by teacher for each domain, and for each grade pair, having in mind that, on average, grades 5 and 6 correspond to 10 and 11 years of age; 7 and 8 correspond to 12 and 13 years of age; grades 9 and 10 correspond to ages 14 and 15; grades 11 and 12 correspond to 16, 17 and 18.

We begin by looking at teachers' ideas regarding the cognitive domain for grades 5 through 12. For grades 5 and 6, teachers reported as unique cognitive concerns challenges in reading and writing in both English as a foreign language and Portuguese as the second language. For grades 7 and 8 teachers reported challenges with lack of interest in reading and speaking, as well as not being able to give students enough time to practice all the language skills. For grades 9 and 10, teachers reported that students begin developing academic skills in learning English as a foreign language, though they still lack language background due to the lack of practice from previous years. For grades 11 and 12, teachers reported observing that at this stage, students begin to understand the importance of studying hard as they begin to set goals for their future.

Regarding the emotional domain, teachers reported that while in grades 5 and 6, students seem extremely motivated to learn EFL, they demonstrate self-confidence and are active learners. For grades 7 and 8 students begin to display attitudes and behaviours that go against the rules. They display lack of the ability to control their emotions and struggle with assimilating their responsibilities. For grades 9 and 10, they begin to display motivation problems, coupled with behaviour challenges that are often related to issues at home. During

grades 11 and 12, they begin to display a higher level of maturity, but there are frequent cases of students dealing with teen pregnancy at this stage. Furthermore, they begin to have a more positive attitude towards the teacher, which leads to them enjoying the class a bit more.

Concerning the physical domain, teachers reported challenges with students struggling with physical disabilities for all grades, but also reported observing tendencies toward self-mutilation for grades 9 through 12. For the physical aspect, the stages of physical development and hormonal changes were discussed as playing an important role in students' academic success. In general, the concerns that were discussed by the participants, are unique in the sense that they are specific to what teachers have experienced in their career. Despite the common concerns that are tied to the stages of development, the concerns discussed are also specific to the Cape Verdean society and reflect the reality that goes on in school, according to the teachers' perspectives.

As pertaining strategies for coping with the concerns discussed above, in general, teachers discussed the need for more collaboration between school administrators, teachers, parents and students as well. It was pointed out that when teachers can effectively communicate with students, parents, and school administrators, there is a better chance to provide an effective learning environment for students. Understanding the three different domains and how they change from age group to age group was also pointed out as an important factor in teachers' ability to perform their jobs.

Coaching

Four teachers agreed to be coached by the researcher on the topic of intercultural competence. For the coaching model implemented, the researcher followed Pierce's Effective Coaching Practices training (2017), as described in the previous chapter. However, in Pierce's model, coaching is implemented as a form of professional development that is not necessarily paired with training sessions. In the model proposed here, and for the purpose of understanding how pairing coaching and training can promote best practices and student success, we focused on pairing training and coaching to address the need for effective in-service training, as well as to propose a form of IST that can guarantee local level support to teachers in remote island locations. Three instruments were used in each phase of the coaching process: coaching note-taking sheet, coaching fidelity rubric, and teacher training-coaching feedback sheet. Field notes were also instrumental in capturing this interactive process in detail. Below we describe the first phase of the coaching process, in which the

researcher played the role of a coach of four teachers in three secondary schools in the island of Santiago. We call the coached teachers Participants 1, 2, 3 and 4, and proceed to describe the data collected from the coaching note-taking sheet, as well as field notes taken throughout the process.

Participant 1

Participant 1, a female teacher with over fifteen years of experience in teaching EFL in Cape Verde, with a Bachelors' degree in English Studies demonstrated open-mindedness from the beginning of the process. The pre-observation meeting took place on April 7th, 2022, at the secondary school where she had currently been teaching grades 11 and 12. During the pre-observation meeting, we discussed the process of coaching, including our roles as collaborators, and the main objective-improving teaching practices and student learning. With Deardorff's intercultural competence wheel in front of us, we discussed intercultural communicative language teaching as she reflected on her students and how her teaching practice could be geared towards intercultural competence development. While preparing to teach a follow-up lesson on environmental issues to her 12th graders, she decided to include a section on positive and negative attitudes related to the Do's and Don'ts in environmental issues. With this discussion of negative and positive attitudes through the presentation of short videos, she hoped to help her students become more open-minded, tolerant, and empathetic towards different cultural practices. Thus, her goal was to incorporate activities in her teaching practice that helped students become more interculturally competent and starting with a reflection to deflate negative attitudes towards the other was her starting point. At the pre-observation meeting, the observation was scheduled for April 13th. This was a fifty-minute lesson on Do's and Don'ts of environmental issues where students worked on vocabulary concerning environmental problems/threats and were provided with an opportunity to share their ideas about the topic. Before beginning the coaching process, this would have been the aims of the lesson, but in the coaching process the teacher aimed to focus on developing students' intercultural competence through the discussion and reflection on positive and negative attitudes related to environmental problems. During class the researcher, playing the role of the coach, sat at the back of the class where she could get a good view of all students and teacher. Students were seated in three rows, the traditional way in which seats are arranged in Cape Verdean classrooms. The class was made up of 37 students, 10 boys and 27 girls. The teacher began the class by greeting the students, then she

proceeded to review the content from last class with the students-environmental issues: problems and consequences, types of pollution. Following a discussion on the previous lesson, teacher introduced the second part of class: follow-up on environmental issues, focusing on Do's and Don'ts. The teacher projected pictures of issues and discussed solutions such as recycling, reusing, reducing. The bell rang in the middle of the lesson, so the teacher concluded the lesson and explained to the students that they would continue in the next class. Throughout this lesson, the teacher utilized verbal positive reinforcement with her students both when they volunteered to participate, as well as with the students that felt shy and not as comfortable. The lesson was conducted in English, with a few instances where the teacher would check for understanding using a few words in Portuguese. Teacher corrected students implicitly through modelling and used gestures to help students recall previously learnt vocabulary. She addressed issues when they appeared, for instance, was able to pause the activity to answer student questions, and repeated terms several times to ensure that students were able to grasp the correct pronunciation. Students were engaged throughout the lesson. The coach also observed that, concerning the goal of helping students become more interculturally competent, even though there was not time to implement the technique/activity designed for this, there were instances during the discussion of Do's and Don'ts where students displayed lack of openness as to why some cultures had certain practices, that in students view were harmful towards the environment. Those were missed opportunities for the teacher to guide the discussion towards tolerance and understanding.

The post-observation meeting was conducted immediately after the class ended. The coach began by asking the teacher how she felt about the lesson. The teacher felt positive about the lesson, though she recognized that there was no implementation of the strategy chosen because there was not enough time to implement the activity. The coach discussed all the positive aspects of the lesson, including student engagement and strategies used by the teacher to help them use the language to express their ideas. When it comes to intercultural communicative language teaching, the coach was aware that the teacher missed some opportunities to begin working on student attitudes, to help the teacher become aware of this, the coach chose to ask open-ended questions before providing corrective feedback. One question asked to begin the discussion was: What could have been done during the discussion, when students showed lack of understanding towards the cultures that cut trees because that is what they trade to survive? With this discussion, the coach was able to point

out to the teacher that there were some opportunities to apply more intercultural communicative language teaching in the classroom. We do not have to wait for what we have prepared; we can help students become more informed and more open-minded by intervening and creating a space where we can reflect on our attitudes and why we should be understanding towards others. Following this conversation, the next observation took place on April 15th. Teacher picked up where was left off, with the discussion the pictures depicting environmental issues. The coach was, once again, positioned at the end of the classroom where she was able to observe all students and teacher, as well as hear everyone clearly. The Teacher continued to employ the strategies described above concerning the first class observed, with students seemingly engaged and participative. While finalizing the discussion of Do's and Don'ts, the coach observed that the teacher was more keen to talking about what we should and what we shouldn't do to protect the environment, but this time, she also open the floor to considering that specific cultures have procedures that might not be helpful for the environment, but that they are following what they have learnt to do and that is how they survive. Though it is important to recognize that their practices might not be the best for the environment, but we must also understand why they do what they do, without judgement, as we may find and propose solutions to help protect the environment.

During the second part of the lesson, the teacher showed a video where people around the world had different relationships with trees. Some people cut trees simply because the trees are part of their property and they need to free the space, or they do not want to tree there for other purposes, but some people cut trees for trading purposes, because that is the only way they have available to survive, that has been passed on to them by their ancestors. The students were challenged to discuss the Do's and Don'ts in such situations, and when students were accusatory regarding people that relied on cutting trees to survive, the teachers asked them if they were in that same situation what would they have done. When students reflected, they understood that maybe, if they found themselves in the same position, they might not have a choice, in which case they began to reflect on how people have different reasons for certain actions. The teacher then took advantage of this discussion to help students think about being tolerant towards others, trying to understand things from others' perspectives, leaving them with an important reflection: putting ourselves in each other's shoes is an important practice for being tolerant and understanding the other.

The post-observation meeting took place after the lesson, and the coach started with by asking how the teacher felt about the lesson. The teacher explained that she finally felt like she was able to help students understand that we should respect others, even if we do not agree with their actions. We should instead, try to understand why they behave a certain way, and build tolerance toward each other. Through trial and error, the goal was achieved, to start implementing more intercultural communicative language teaching to help students become more interculturally competent individuals. The teacher proceeded to agree that without the coaching process, she would not have implemented the lesson the way that she did, with focus on helping students have a more positive attitude towards others, even in controversial situations when they might not agree with others habits or ways of living.

Participant 2

Participant 2, also a female teacher in the island of Santiago, with over 11 years of experience and a Bachelors' degree in English Studies agreed to participate in the study without hesitation. The pre-observation meeting took place on April 20th, 2022, at her secondary school where she currently taught grade 10 students. During the pre-observation meeting, we discussed the process of coaching as well as both of our roles. We also talked about her needs in the classroom, and the non-existence of intercultural communicative language teaching in her practice. Considering the topic of volunteerism, which she was preparing to teach, we discussed how she could include intercultural competence in her classes. As we brainstormed, she proposed that the topic be adapted to international volunteerism so that she could include aspects of different cultures. As we considered Deardorff's intercultural competence components, she decided that her first goal would be to work on students' knowledge, focusing on culture specific knowledge and cultural self-awareness. So, she designed a plan to help achieve this goal. The first lesson observation took place on April 22nd, in a class of 27 grade 10 students, 18 females and 9 males. The coach sat at the back of the room, where she could observe students and teacher. Students were seated in the traditional three row arrangement. The teacher introduced the lesson by greeting students and by reviewing the previous lesson and terms: volunteerism, free willing, unpaid job. Then, a discussion question was presented to introduce the topic of international volunteerism: If you could go to a country to do voluntary work, where would you go and why? As students reflected and discussed this question, the teacher introduced the choice of continents, asking if they would prefer to go to an African, American, or European country.

Most students, as observed by the coach, said that they would prefer to go to America or Europe, with a small number of students affirming that they would rather go to an African country to help the people in need. The students that were inclined to go to Europe or the Americas justified their answer by saying that these countries would be better to visit and are more developed therefore would provide better volunteerism conditions. On the other hand, the students that chose Africa argued that it would make more sense to volunteer in a country that needed help. After this discussion, the teacher proceeded with the second activity, breaking students into groups of four or five elements to discuss the characteristics that a volunteer should have. While students discussed, the teacher walked around each table providing support. The teacher used English throughout the lesson, using Portuguese occasionally to help students understand certain terms and instructions. Students were engaged with the topic and followed directions as they were given to complete the tasks. When there was a distraction, the teacher was able to bring them back to the task at hand. As the bell rang, the teacher informed students to finish the group work at home for next class.

The post-observation meeting was conducted the following day, and it was guided by open-ended questions such as: How did you feel about the lesson? What could you have done differently if anything? What do you think about the goal set and the practice implementation? The teacher pointed out that she recognized a need to work not only on students' knowledge, but also in their attitudes. As observed in the lesson, students demonstrated bias towards the African continent, saying that they would not like to volunteer in another African country because maybe the conditions would not be as good as volunteering in a European or American continent. Thus, during this post-observation meeting, there was a slight shift in the goal to also include working on students' attitudes: respect for others' differences and being non-judgmental. Accordingly, the second observation took place on April 27th, 2022, same setting, and same number of students. This class started with a follow-up from the previous one, where international volunteerism was introduced. First, it focused on reviewing the vocabulary and discussion from last class. After going through different countries and continents and why students would want to volunteer there, teacher then introduced the characteristics of a volunteer. As she introduced the topic, she discussed that being an international volunteer is not going on a vacation, is helping others in need, and talked about some of the places in Africa where people might need help

and why. She prompted a discussion on the differences between Cape Verde and other countries less developed and why they would need volunteers. This part was one of the focuses on knowledge, helping the students understand more about the African continent and breaking bias. The characteristics of a volunteer that students pointed out include: kindness, solidarity, motivation, patience, enthusiasm, and humility. The teacher complemented the list by including respect for others and their differences and prompted the students to think about why they should respect others and their differences, and why this is an important quality for volunteers to have. During this discussion, students were able to reflect on how being open-minded and respectful of others may be helpful for international volunteers in helping them adapt to different cultures and environments, in order to perform their jobs well. Other characteristics pointed out by students include fearlessness, good communication skills, good knowledge of languages, open to different experiences. While students came up with these ideas, the teacher worked with them implicitly on being respectful of others as an important feature for a volunteer to have. Finally, students had the opportunity to talk about the benefits of being a volunteer, including self-satisfaction, the possibility to meet new people and make friends, and to learn about other cultures and how to respect them.

The post-observation meeting also take place a day after the second observation, and it was a moment of reflection on how coaching was crucial in the reflection and understanding that students became more aware of the need to respect others, not only as international volunteers, but also as human beings. When asked about how she felt about the lesson, the teacher affirmed that she had taken the first step in introducing more intercultural communicative language teaching strategies in the classroom, and she was gratified to see that students positively responded and learnt from the discussions. We both agreed that by the end of the unit students were more receptive to the possibility of meeting new cultures and being willing to become more comfortable in interacting with others, saw international volunteerism not only as a fun trip but an opportunity to learn more about others and to make connections with others.

Participant 3

Participant 3, a teacher with 14 years of experience, a few classes short of obtaining her Bachelors' degree in teaching English and working with students grade in grades 7 and 10 in the school year 2021/2022 was enthusiastic to participate in this coaching research. The

pre-observation meeting took place on April 14th. During the pre-observation meeting, we discussed the coaching process and clarified any questions that the teacher had concerning the preparation. It was decided that we would work with her 10th grade group on intercultural competence. Her goal was to focus on students' attitudes based on the current topic: family. To implement intercultural communicative language teaching, she designed a unit where apart from the language and content objectives related to family vocabulary and other language components, she included activities on family values to create an opening for the discussion of attitudes in terms of being tolerant and respectful of others. The unit was implemented over a span of two weeks, a total of four classes as students had two fifty-minute EFL classes per week. The class was made up of 38 students, 27 of which were female students and 11 male students. The first observation took place on April 19th, 2022. The class was divided into two sections. After class introduction and greetings, the teacher used part of the class period to review vocabulary related to family members and family relationships (mother, father, daughter, son, and others). Students were placed into groups and completed exercises to help them recall what they had previously studied. During the second part of class, still working in groups, students were given a short description of a character, and their task was to decide which type of family the character belonged to. The choices of family types included: LGBT (Lesbian, Gay, Bisexual, Transgender) family, stepfamily, nuclear family, childless family, single parent family, extended family; before being given time to complete the task, teacher projected each story and had students read while she checked for understanding to ensure that the vocabulary was clear to all students. Before students were able to conclude the activity, the bell rang indicating the end of the lesson. The teacher then proceeded with the lesson closing and informed students that they would continue with the exercise next class. The teacher used mostly English to provide instruction, with some instances where she explained critical information in Portuguese to ensure student understanding. Students were more inclined to respond in Cape Verdean Creole, however, the teacher was always attentive and always requested that they tried to answer in English, providing support when needed. The post-observation meeting took place immediately after the lesson, and during this time the coach proceeded to ask open ended questions about the lesson: How do you feel about the lesson? How to you feel about the goal that was set? The teacher felt positive about the lesson and student responsiveness and explained that she had high expectations of meeting her goal once she got to the end of the unit. However, she

explained that the activities in class were leading up to the discussions that would allow students to reflect on their attitudes and how others should be treated and respected.

The second observation took place on April 21st. The teacher began the class by greeting students and by explaining the tasks and topics of discussion for the fifty-minute class. Students were placed in the same groups as last class and continued to work with their story to identify the type of family. Additionally, students received a specific question with each text, where they were asked to give their opinion about the character and the type of family that they thought the character was from. This exercise was the leading point to the discussion on respecting others. The teacher collected students' anonymous opinion answers and kept them for next class. The rest of the class was used in identifying each type of family in the group stories. The post-observation meeting took place immediately after the lesson, and we talked about student engagement during the lesson and the expectations of implementing the new activity next class and talk about attitudes regarding bias and stereotypes.

The third observation took place on April 26th. The teacher greeted the students and explained that the class would focus on family values and rules. The teacher brought some of the anonymous answers from last class. She read each answer about student opinions on family types. She used the answers to lead a discussion on how no type of family is better than the other. As an example, there was an answer that said the following: I would not like to be a part of an LGBT family because I do not consider it a real family. Without invalidating the student response, the teacher conducted a discussion on why we should be respectful of all types of families, even though we might not think they conform with social norms. As the teacher asked open ended questions about why all types of family are real families, and why we should be respectful of people with a different type of family than ours, students were responsive and seemed to understand the importance of respecting others, as the teacher prompted them to put themselves in the shoes of people that come from different realities than theirs. A discussion on single versus nuclear families also took place in comparing the reality of Cape Verde where we have many single parent families, with societal norms in other countries where there's mostly nuclear families, with a mom, dad, and children. With this discussion, students were also given the opportunity to reflect on differences and how differences are a part of the world that we live in, and how we should be respectful of others. Prior to this discussion and based on some of the anonymous answers given by the students,

we were able to see bias and stereotypes, that are considered barriers to intercultural competence. Some of the stereotypes were against LGBT families as a legitimate family type, as well as childless families, where some students expressed that a family without children is not a family. This lesson was an important opportunity for the teacher to lead students to reflect and open their minds to understanding that, even though some concepts might seem difficult to accept to them, they are part of the world's reality, and as individuals of the world we should be respectful of others that live under circumstances that are different than ours. The post-observation meeting also took place immediately after the lesson. The coach began by asking open ended questions to understand the teacher's views about the lesson. The teacher was a bit hesitant and unsure of the results she had achieved while implementing an activity that would lead to such a pertinent discussion in helping form more interculturally competent individuals. The coach reassured the teacher that she was on the right path and proceeded to point out, from an observant perspective, how the discussion seemed to have a real impact on students' thinking about respect and tolerance. Having one more lesson to implement before the end of the unit, we then discussed how the teacher would continue to work on implementing intercultural communicative language teaching in that particular lesson, and other lessons moving forward.

The last observation took place on April 28th. In this lesson the teacher aimed to see the application of what had been learnt in the previous lesson by giving students a scenario of a girl that suffered prejudice and mistreatment from other colleagues because she was from an LGBT family. Two questions were asked: If she was your friend, what would you do? If she was not a close friend and you saw her being discriminated against because of her family type, what would you do? While students discussed in groups, the teacher walked around to provide language support when students were unsure of how to say a term in English. After being given time to discuss in groups, students were then invited to provide answers on the two questions. On question one, if she were your friend what you would do, a student lifted her hand and proceeded to explain that she would be a good friend and would tell the girl that she had a beautiful family and to be strong and not mind the ones who were mean. When the teacher asked the rest of the class if they agreed, unanimously they all lifted their hands in confirmation. Other responses were given including asking for help from a teacher and from the school administration, and even trying to show their colleagues that all families are beautiful in their own way. One interesting answer was to create an event at school to talk

about all types of families and teach all students that people should be respected regardless of the family type they come from. When asked about the second question, if this were someone that you weren't as acquainted with, students still showed empathy and said that they would try to do something to help in this situation. The teacher closed the lesson by creating, with the class, a new definition of family, which focused on love and respect as qualities that created family, as opposed to blood relationships. The teacher also spoke on tolerance and respect and asked students to think about the way they treat other people, to respect others' differences, and the importance of wanting to interact with people that come from different backgrounds so we can learn more about ours and other cultures. And finally, teacher and students reflected on how we should be respectful and tolerant of one another, so that we can all live peacefully while respecting others' opinions and preferences.

During the post-observation meeting, the coach began by providing enthusiastic positive feedback on the unit implemented. She then asked the teacher if she was satisfied with her lesson implementation, and if she felt like she had reached her goal. The teacher explained how she felt that she was able to help students at least begin to reflect on how they treat others, and that she felt like she had met her goal and would continue to implement these strategies in her classes to help her students become more open-minded, tolerant, and respectful of others. It was a common understanding that without the coaching sessions, the goal for teaching a more interculturally communicative class would not have been set in the first place. Therefore, coaching proved to be effective in having a direct impact on teacher practice and student learning.

Participant 4

Participant 4, a female teacher with five years of experience and a Bachelors' degree, though initially sceptical about the coaching process, decided to participate in the study. She admitted that she had not had positive experiences with administration observing her classes. As her coach, I explained that the premise of coaching as a non-evaluative process, is a strategy to provide support to teachers at the classroom level. I also explained that with this research, I wanted to see the relationship between training and coaching in teacher improved teaching practice and student learning outcomes. As she understood coaching better, she became more comfortable. Our first pre-observation meeting was scheduled for May 2nd. During this meeting we talked about intercultural competence and how she could gear her teaching towards intercultural communicative language teaching with her 9th graders. We

looked at the curriculum and quickly decided that with the topic of shopping/fashion she could work on students' knowledge and attitudes towards culturally specific dress codes. The unit was planned to be implemented over the course of three lessons, and her goal was to include intercultural discussions to help students become more open-minded and tolerant towards others.

The first observation took place on May 10th. The class was made up of 35 students, 20 females and 15 males. The coach was directed to seat at the back of the class, as the teacher instructed the students to get settled for class. The teacher then introduced the topic of fashion by presenting 3 pictures: someone wearing a hijab (Islamic religion), someone wearing a boubou (African clothing), and someone wearing a Scottish kilt. After students identified each type of clothing with the respective names, they were then asked what they knew about the cultural meanings of the clothing, and where were they used. After the discussion, a text was projected where students learnt facts about each piece of clothing, the culture and meaning behind each of them. The students were then asked to sit in groups to answer comprehension questions about the text. As students worked on their assignment, teacher went around the class and provided support with the language. In this lesson, I could observe that the teacher used Portuguese frequently to clarify information. Students were engaged with occasional instances of distraction and chatting, with the teacher constantly redirecting certain students to the task at hand. After students completed their work, they provided the answers orally while the teacher wrote them on the board to ensure that all students had the correct answer. After this activity, the teacher presented three statements: 1) If I travel to an Islamic country, I will be happy to wear a hijab. 2) If I travel to Scotland, I will be happy to wear a kilt. 3. If I travel to Senegal, I will be happy to wear a boubou. The teacher then asked the students to discuss the statements in pairs and to give their opinions, being that females should focus on the first statement and males should focus on the second statement, and both girls and boys should consider the last statement. As students discussed, teacher walked around to provide feedback. As the bell rang, the teacher instructed students to clean up and said goodbye. The post-observation meeting took place the next day, and as we discussed the lesson implementation, the teacher mentioned some comments she was able to overhear from students regarding the different pieces of clothing, with some students making fun of men wearing a 'skirt'. She mentioned that she did not act on it as she planned to address such ideas in the next class when students were expected to share their opinions

on how comfortable they would feel wearing the pieces of clothing. The coach provided feedback on how the activities were leading to an interesting discussion on differences in clothing and culture.

The second observation took place on May 12th. The teacher began the class by reviewing the vocabulary from last class, including the different clothing and different cultural meanings. Then she proceeded to give students 5 minutes to sit in their groups and conclude their discussion on the three prompts given last class. She then asked students to write their answers on a piece of paper, without writing their names. She collected the answers in a box, and then explained to the students that they were going to read the answers and discuss. She asked students to randomly pick a piece of paper from the box and read it. The first piece of paper read: I would not feel comfortable wearing a Scottish kilt because my friends would call me gay. Immediately the room was filled with laughter as the teacher tried to have them stop. After a failed attempt at telling them to stop laughing, the teacher stood in front of the class, quietly looking at students. One by one they stopped laughing, until the whole room was quiet. Visibly disappointed at her students, she proceeded to lecture them on how that was disrespectful and asked them why that was disrespectful. So began the discussion on tolerance and respect, as students gave reasons why they should not laugh at others' opinions and ideas. She also made them think about being in the shoe of someone being laughed at and how they would feel. After an approximate ten-minute discussion on this situation, the teacher returned to the class activity. She wrote the sentence on the board and had students agree and disagree, respectfully, providing reasons for their response. For the remainder of the class, the teacher proceeded as such, writing each sentence on the board and having students discuss the sentences, gearing the discussion towards tolerance, respect, and open-mindedness towards other cultures. As the bell rang and the class was concluded, we headed to the teachers' room for the post-observation meeting. The first question asked: How do you feel about the class? The teacher immediately began talking about the laughing incident, still visibly disappointed at the students' behaviour. Then I asked how she felt she handled the situation. She described how she could not have proceeded with her class without taking the time to address this and went on to point out that this was a good opportunity to introduce the reflection on respect and tolerance. As the coach I reassured her that she handled the situation perfectly and that I could not agree more.

During the last class of the unit, which took place on May 17th, the teacher began the class by reviewing what was discussed in the previous class. Then she instructed the students to sit in groups of 6 or 7, gave each group a poster and markers. The prompt: What have I learnt about respecting other cultures, different clothing, and how can I be respectful of others. Students were instructed to discuss and to write their answers on the poster, that they could decorate however they wanted. At the end the posters were hung on the classroom walls and students were asked to briefly present their answers. During the class, students were able to use dictionaries for language support, and the teacher spent time with each group providing support with appropriate vocabulary. At the end of all the poster presentations students clapped and the teacher positively reinforced them by praising their work. She concluded the class by reminding students that what they had written on the posters should be practiced in real life.

The post-observation meeting took place the next day due to scheduling conflicts, and the teacher was pleased with how the lesson turned out. She was positive that she was able to help students become more sensitive to the differences that we all shared, and that maybe they would be more comfortable interacting with someone wearing a hijab, or a kilt, or a boubou. We agreed that the established goal had been met and talked about how she would continue to implement intercultural language teaching practices in her classroom. The teacher agreed that without the coaching sessions, she would not have placed such focus teaching intercultural competence to her students.

Phase 1 of coaching implementation showed positive results in supporting the role of coaching in helping teachers implement new practices at the classroom level. We the results obtained at the end of each unit implemented by the teachers, we were able to see that coaching was effective in helping teachers set a goal and reach it by collaborating with someone in the 3-step coaching process. After concluding phase one, the researcher began working on phase two with four other participant teachers. Only this time, two teachers performed the role of coaches, while the other two teachers performed the role of teachers being coached. Similarly, to the structure of phase one's description above, we now proceed to describe the two separate coaching practices. Though the researcher provided support when needed, coaches worked independently with the teacher they were paired with and collected data on the coaching process using the coaching note-taking sheet, which they used to give feedback regarding the coaching sessions to the researcher. For each coaching cycle,

the researcher performed the role of teacher observer, and completed the coaching fidelity rubric to collect data on coach's adherence to the coaching effective practices. As we describe the information below, we refer to the participants as Coach 1 and Teacher 1 for the first pair, and Coach 2 and Teacher 2 for the second pair.

Coach 1 and Teacher 1

The pre-observation meeting took place June 10th, 2022, where the coach and teacher discussed the process of coaching. The teacher was informed about the goals and process of coaching, with emphasis on the non-evaluative role of coaching, which focuses on collaboration with the goal being student effective learning. The teacher informed the coach of the teaching context and topics being studied and they set a first observation meeting, with the topic of interest being classroom management. In this process, the coach and teacher decided that a class observation session would be best before deciding on a specific goal within the broader topic of classroom management. The first observation took place on June 13th, with a class of 38 grade 11 students. Regarding the class procedures, first the teacher connected the lesson to the previous class by asking students questions about the topic: prepositions of time and place. Then the teacher proceeded with questions about the topic to check students' memory and understanding of the topic, and finally students completed written individual work using handouts provided by the teacher. During the lesson, the coach observed "lots of side-talks while the teacher is explaining" (Coach 1), with students appearing to be distracted. The disturbance caused by the frequent chatting and students being rude in class led the teacher to ask two students to leave the classroom. The class ended at 12:30, and the post-observation meeting took place the next day. The coach and teacher discussion session was based on two aspects. First debriefing on the class observed, with the teacher stating having problems with managing the class in terms of behaviour, due to it being so large, with 38 students. The coach reaffirmed the interest on checking practices regarding classroom management since she agreed with the teacher that students were talkative to the point of disturbing the class. Then, the coach proceeded to ask the teacher about strategies that had been employed to manage student behaviour, that did not include asking students to leave the classroom. They talked about strategies such as changing students' seats and having them sit with different classmates and check for improvements. Another strategy included talking to students about expected behaviour, setting boundaries, and making agreements with them. The coach and teacher set the next observation date for June 16th.

The class unfolded as follows: teacher set the objectives for the class by asking students questions about the previous class; then they proceeded with an oral discussion and exercises, that students completed individually, using a handout distributed by the teacher. The coach observed less chatting, and students seeming more focus and engaged in the lesson.

The post-observation meeting took place after the lesson. The coach started by asking the teacher how she felt about student behaviour from the first observation to now, and the teacher confirmed that she employed a different strategy of having a sincere conversation with students about expectations and the importance of being quiet during lessons and listening to the teacher. She also explained to the coach that she had made an agreement with students, offering positive reinforcement instead of punishing them by sending them out of the classroom. As positive reinforcement, the teacher offered extra points for appropriate behaviour, reminding students that if the opposite of appropriate and expected behaviour were to take place again, she would remove the points earned by students. The teacher also used the strategy mentioned in the last post-observation meeting, and rearranged students' sitting, including the student who had previously been sent out of the class. The student demonstrated improvement after these measures were taken. Though it was understood that sending students out of the classroom is not an effective classroom management strategy, the teacher kept this information and reminded the student of what had happened. Additionally, the positive reinforcement didn't only apply to talking in class, but to unauthorized cell phone use as well. If students were seen using their cell phone without it being for a class activity, they would also lose points. All the points earned would count towards students' final grade. With the end of the school year, the teacher and the coach agreed to resume coaching in the next academic year.

The last pre-observation meeting took place on the 31st of October, having in mind that the coach's goal was to observe the effectiveness of teacher's practices regarding classroom management, after they had worked on this topic and implemented strategies in the classroom, and had also began seeing results before summer break. During the pre-observation meeting, the teacher informed the coach about the topic: talking about past and present habits with 'used to', 'get used to' and 'be used to'. The coach and teacher discussed the goals related to best practices in classroom management, specifically the strategies implement with the class and the improvements seen so far. The observation took place on

the 3rd of November, 35 students were present. The teacher started by reviewing the previous class and by asking questions about the focus of the lesson: 'used to'. The teacher and students engaged in an oral discussion about the topic, providing examples on how to use the terms. Students were then asked to complete individual exercises using a handout provided by the teacher. Though students seemed to be trying to control chatting, they would at times talk to their classmates while the teacher was explaining something. However, through eye contact and body language, the teacher was able to keep them under control, as well as by reminding students about their agreement.

During the post-observation meeting, the coach asked again, if the teacher continued to see any changes in student behaviour. The teacher confirmed this, highlighting that students are behaving better because they want to win points, not lose them. The coach also asked the teacher how she felt about the strategies she used to control student behaviour, if she felt they were effective. Since she noticed that students were quiet and not as participative, she employed other strategies to call on their names to participate, reminding them to be quiet in terms of disturbing class, not in terms of participating in class. Furthermore, the coach and the teacher recognized the fact that some students kept on reminding the teacher to mark the points earned, while the teacher told students that she would mark them. The coach suggested that the teacher mark the points immediately after students earn them, as a way to be consistent and provide immediate reinforcement to them.

Coach 2 and Teacher 2

During the pre-observation meeting, the teacher and the coach discussed the challenges in classroom management. The discussion centred on many aspects including the awareness that it is not easy; it involves patience, good timing, and implementation of appropriate boundaries. They also decided to focus on a classroom of 8th graders and set the first observation with the goal to narrow down an area of classroom management to focus on. The first observation took place on October 27th, with a class of 36 grade 8 students. After greeting the students, the teacher began by talking to students about the importance of appropriate behaviour to promote learning in class. She anticipated issues and used this strategy to try and prevent students from misbehaving. Then she proceeded to introduce the topic of the lesson: countries and nationalities. The class consisted of reading practice and comprehension of a written text. During the class, the coach noticed that the teacher centred her attention on students sitting in the front of class, with students in the back engaging in

chattin, playing and not doing their work. The teacher had to stop the class at times to call students attention to the importance of paying attention and participating in class. At times, she told students that she would ask them to leave the class if they continued to disturb other students trying to focus on their activities. At the end of class, the teacher seemed sad and disappointed at students' behaviour. Therefore, the post-observation meeting did not occur immediately as suggested. The post-observation meeting took place three days after the observation. During the meeting, the coach allowed the teacher to talk about her experience. The teacher then proceeded to talk about the difficulties she has had with this class in terms of managing disruptive behaviour, informing the coach that most of the students have failed grade 8 once or twice, are usually not engaged and are not respectful towards teachers and colleagues. The coach then proceeded to congratulate the teacher, offering affirmation that it was a great lesson, even though some students engaged in disruptive behaviour. The coach then asked the teacher what strategies she had used before to try and solve the behaviour problems, and she replied with the following: preparing engaging lessons to try and get students to be more participative, having frequent conversations with students about the importance of paying attention in class for their learning. When none of these strategies worked, the teacher resorted to a stricter practice, asking students to leave the class when they were being disruptive. Though she discussed being aware that the latter is not an effective strategy, she felt she had tried all the options, and this was the last resort. The coach then proceeded to suggest that the teacher try a different strategy, by negotiating with students and trying to create a good relationship with them. The coach highlighted that when students do not have a positive rapport with teachers, they may try to gain attention in class by engaging in disruptive behaviour. The coach also suggested she would like to attend a class taught at the beginning of the school day so she could look at whether a first period class and a last period class may influence student behaviour, considering that at the end of the school day they are usually tired, and ready to go home. The teacher agreed and they set the next observation date, aiming to compare student behaviour considering the different class period.

During the observation of the 36 grade 8 students, as the class progressed, it was noted that students were quieter and more engaged in the 'countries and nationalities' activities teacher had planned. The teacher was also more attentive to other students and moved around the classroom more often to check on the students at the back. There were

still a few students who were not interested in participating in class, they did not start working on the exercises until the middle of the class, when the teacher asked them to. However, most of the class was calm, with no serious incidents happening.

During the post-observation meeting, the teacher and the coach discussed the urgent need for intervention in order to protect the students trying to engage in class and help the ones that specifically continue to refuse to engage and misbehave at times. It was also stated that the other teachers working with this group of students had the same experience. It was suggested then that all teachers working with this group should work together to solve this problem. The teacher seemed more comfortable with this idea, than to try and implement any other strategies alone, as she had shown signs of frustration. Hence, a meeting was set with the teachers to discuss effective strategies to deal with the issues pointed out above. As suggested by the coach, the students did not exhibit disruptive behaviour in the second class observed, which she suggested could be due to the time in which the class took place. Students were more engaged and quieter in the first period, as opposed to how they were in the last period. Thus, the coach suggested observing the last period class one more time. During the class, she determined that, as opposed to the first period, students seemed to engage in parallel conversations and disruptive behaviour, while a small number of students followed teacher instructions. Students were constantly interrupting the teacher to complain about a colleague throwing something at them or disrupting them in some other way. The teacher addressed this at times, but at times she ignored it. The teacher continued with her class as the agitation continued, being visibly frustrated with the class.

During the post-observation meeting, the coach was informed that a general meeting had been called with the school principal and the teachers regarding this group of students, as there had been recent developments regarding students' disengagement and misbehaviour, in other subjects as well. The teacher and the coach agreed to continue to work, and to have a first meeting after the general meeting, to devise a strategy and work according to decisions made at the higher level. For the purpose of this study, we consider that the data reported consists of an unfinished coaching cycle, due to the complications that arose regarding the teachers, students in this particular class, and school administration. As reported, the issues that took place went far beyond the English subject, involving other players at the school level. Though the goal is to continue with the coaching sessions once the major issues are resolved, we are unable to further report on this coaching cycle.

Coaching Fidelity

As previously discussed, it is important that all effective practices for coaching are implemented properly to maximize coaching results. During the first and second phases of the coaching process, coaching fidelity was tested using the coaching fidelity rubric. According to Pierce (2017), coaching fidelity is measured in four aspects: adherence, quality, dose, and responsiveness to observation, modelling, performance feedback, and alliance building. Adherence is concerned with coach's use of all effective coaching practices throughout the 3-step process. Quality has to do with how well the coach implemented the effective practices, for instance, if the coach is well positioned when observing, if modelling was performed correctly, and if performance feedback is based on teacher practice, specific, positive, corrective, and timely. Dose is concerned with the frequency in which the coach is present during teaching practice, for instance, how many times the coach observes e models, or how often the coach provides positive versus negative feedback and uses strategies for alliance building. Finally, responsiveness is concerned how well teacher responds to coaching through appropriate implementation of strategies by the coach, for instance, that the coach observes when he or she is scheduled to observe, the coach models the practice of interest, the coach provides feedback related to the practice of interest.

A teacher was invited to play the role of the outside observer who tested the coach's fidelity for the first phase. For the second phase, the researcher played the role of the observer checking the coaches' fidelity. Below we describe the procedures and data collected through the coaching fidelity rubric, in both phases 1 and 2.

In the first phase, the teacher took the coaching training to understand how the process works, then was made familiar with the coaching fidelity rubric and how to use it. It was crucial that the teacher observer understood the coaching process with all its components before performing the duties of observing and completing the coaching fidelity rubric. The coaching fidelity rubric was filled out for a complete coaching cycle with Participant 4 during the phase 1. The teacher observer accompanied the coach in all steps of the coaching practice, starting with the pre-observation meeting, to the class observation, and finally the post-observation meeting in the first cycle. Though the teacher observer was present in all the sessions, she did not have an active participation, limiting solely to complete the task of observing and filling out the coaching fidelity rubric while the coaching process unfolded. Results from the rubric indicate that the coach's practice earned 3 out of 3 points

for Adherence to all effective practices, being that modelling was not needed; 13 out of 14 points for quality seeing that the coach did not restate and summarize information conveyed by the teacher during the coaching cycle; 6 out of 6 points for dose, and as well as for responsiveness, since observations were frequent and teacher responded to the process positively. The rubric indicated a coaching fidelity of 96,5%, with 28 points out of the total 29 points possible. Though it is true that the higher the fidelity, the better the results, this level of fidelity indicates successful implementation of coaching and its components, with recommendations that the coach be attentive during the process, as to employ all strategies that are helpful in providing teachers with the support they need, consequently providing better learning experiences for students.

During phase 2, the researcher took on the role of the observer. For Coach 1, the data shows a 93% rate of fidelity of coaching, 28 out of 29 possible points (since modelling was not needed). For adherence, the coach earned all three points, being that modelling was not needed, and all other effective coaching practices were implemented. For quality, the coach earned 13 out of 14 possible points, as the need for affirmations of difficulty of change were observed, 6 out of 6 points for dose, and 6 out of 6 points for responsiveness. For Coach 2, the data shows a 62,8% fidelity of coaching rate, 22 out of 35 possible points (modelling was needed but not implemented). The coach earned 3 out of 4 points for adherence, 9 out of 15 points for quality, 4 out of 8 points for dose, and 6 out of points for responsiveness. Regarding adherence, modelling was needed but not implemented, which could have been helpful for the teacher in her confidence while implementing classroom management strategies. In terms of quality, providing timely feedback was missing from the practice, due to different factors not only dependent on the coach. Other practices including conveying the importance of teaching as team work as well as conveying expertise and referring to past accomplishments as well as restating information were needed in different circumstances in the coaching practice. For dose as well as responsiveness, modelling was needed at different times, but not even suggested or provided, and this could be due to many factors, from which we infer teacher or coach being uncomfortable with the practice.

Teacher training-coaching feedback sheet

A final instrument was implemented, as to allow for different perspectives in the analysis of the data: the teacher training and coaching feedback sheet. The goal was to learn from the study participants whether they felt that coaching had a bigger impact in their

teaching practice than training alone did. The instrument asked three questions on a 5-point scale regarding agreement, focusing on the influence of training and coaching in teachers' coaching practice. For Q1: *While being coached, I was able to set specific goals and successfully implement new practices in the classroom using knowledge from the training sessions and support from my coach.*, two teachers indicated to strongly agree, three teachers indicated to agree, and one teacher indicated not agree nor disagree. For Q2: *For the training modules that I did not receive coaching, I was able to set specific goals and successfully implement new practices in the classroom using knowledge from the training sessions alone*, one teacher indicated to strongly disagree, three teachers indicated to disagree, and two teachers indicated to agree. Regarding Q3: *I feel that pairing training with coaching had a real impact in my teaching practice and my students' learning*, five teachers indicated to strongly agree, and one teacher indicated to agree. This data, when crosschecked with what we have discussed so far, confirms that, according to teachers' perspectives, coaching, whether paired with training or implemented alone, had a real impact in their teaching practices. As research has shown that training alone is usually insufficient for improving teacher practice, considering the perspective of the participant teachers, 4 out of 6 teachers stated that they were not able to set specific goals and successfully implement new practices in the classroom based only in the training modules received during this study. Even though we were able to see that trainings were successful, and teachers showed understanding of the topics discussed, the data is in line with Joyce and Showers' research showing that training alone is not sufficient for helping teachers implement new practices in the classroom.

6.4 Remarks

This chapter has focused on understanding four fundamental aspects of in-service training of EFL teachers in Cape Verde through the analysis of empirical data collected through two phases: in-service teacher survey and implementation of in-service training-coaching model. The aspects include specific needs for EFL teacher in-service training in Cape Verde, content to be included in an in-service training program for EFL teachers in Cape Verde, teacher attitudes towards IST, and finally how can IST translate into better practices and how we can make training more accessible to teachers throughout the country. These aspects, rooted in the four research questions, were explored throughout this chapter through a thorough analysis of the data collected via the instruments. Below, we provide our final

remarks regarding how the data relates to the research questions, as well as what the results mean for the future of IST in Cape Verde.

To understand the specific needs for EFL teacher in-service training in Cape Verde, we were first interested in learning about teacher background. With the survey we were able to collect data on gender, years of service, work location, grade levels taught, as well as education. The data collected shows that, in general, respondents are experienced in terms of how long they have been teaching as well as the levels they have taught throughout their careers. We also learnt that most respondents earned a teaching degree in Cape Verde, demonstrating that in general, teachers possess the required qualifications to teach English in Cape Verde. Though we have been aware of the need for the implementation of a systematic and effective IST framework, the data confirmed, through respondents' perspective the need to not only provide this systematic and effective IST framework, but to also provide the conditions for teachers to participate, considering the heavy workloads, which would make it more challenging for teachers to attend IST. Furthermore, the data suggests that teachers are in favour of including IST as part of a requirement for career progression, stimulating more motivation to participate in IST.

Regarding the question of what specific content should be included in an in-service training plan for EFL teachers in Cape Verde, we followed a bottom-up approach to allow teachers to share, considering their experiences and specific work environments, what they considered to be important topics for IST in Cape Verde. Besides considering teachers' voices, we also looked at their experience with IST, as a way to characterize their participation in IST in the past 5 years. We found that, in general, teachers had a positive experience with IST, as most of them either agreed or strongly agreed that IST courses attended in the past 5 years had a real positive impact in their teaching practice. In addition, we found high level of interest in learning from the list of proposed topics, with teachers providing specific insight regarding their interest in learning about other areas including online teaching, literature-story telling for young learners, among others. The three training topics were chosen for the purpose of this study based not only on teachers' perspectives, but we also considered their background and what we know about IST so far in Cape Verde. Intercultural competence, classroom management, and teaching English to young learners versus highschoolers were among the top choices for teachers, but it also made sense to examine levels of familiarity

with the topics, in an effort to cross-reference the data for a comprehensive informed decision.

In terms of teacher attitude towards in-service training, we unexpectedly found that how teachers feel about IST does not necessarily align with the frequency in which they are willing to participate in IST. In general, respondents showed to regard IST in a positive light, demonstrating their understanding of the importance of participating in IST. However, this information conflicted with the fact that, in practice, they were not willing to participate in IST as much as they possibly thought they did. Essentially, this brings awareness to the fact that even though teachers know how important it is to be involved in professional development activities, there may be many factors influencing their involvement in IST. Thus, even though most respondents believe IST is important, would recommend IST to colleagues, and said they would participate more often if they could, fewer respondents positively responded to having acted regarding participating in more IST. We also found the majority of respondents indicated preference for face-to-face IST, which is crucial information in ensuring teacher adherence.

Finally, considering the last question intending to find out how to make IST translate into better classroom practices and how to make IST accessible to teachers in remote location, we have several notes to refer to. First, by pairing training and coaching, we were able to see specific practices being implemented with the support of a coach. However, we must point out that many factors play an important role in this process: 1) training must be efficient, putting teachers at the centre of it and allowing them to learn from each other in ways that privilege leadership, collaboration, and valuing each other's experiences; 2) coaching must also be carefully implemented, ensuring that the process includes the four crucial components for successful coaching; 3) there must be open-mindedness and involvement of the ones taking part in the process, and finally, 4) the ultimate goal must always be student successful learning through the implementation of effective teaching practices. Furthermore, with the training sessions implemented, we found that participants responded well to collaborative work, as the activities designed capitalized on their experiences to overcome EFL teaching issues pertinent to Cape Verdean schools. Considering making training available to teachers across the country, we found that focusing on peer coaching could be paramount in achieving this goal. We know, from the data collected, that teachers mostly prefer face-to-face training, but are open to blended training options, and

we know that coaching provides support at the classroom level, so teachers can implement teaching practices successfully. Therefore, we infer that implementing this model of training and coaching has the potential to be successful in terms of ensuring that teachers across the country have access to training, by participating in training and then receiving continuous support through a coach in the school community.

In conclusion, we highlight that the findings described in this chapter are specific to Cape Verdean EFL teaching in terms of the people who participated, their background, specific challenges, students they work with, and resources available in their school environments. Therefore, the inferences made are also specific to the Cape Verdean setting, regarding what the findings suggest. Considering the implementation of a successful IST model for Cape Verdean EFL teachers, we have found that the following components must be present: 1) considering teacher specific needs, 2) merging training with coaching, 3) implementing training and coaching in a consistent and systematic way. We have also found that implementing coaching with all its components is crucial for success. For the Cape Verdean context, we suggest implementing coaching at the school level, providing teachers with training on how to successfully coach each other. We also suggest that training, in general can be offered using a blended modality. As coaching can be implemented face-to-face at the school level, training would still be efficient through online platforms, as teachers would receive face-to-face support from their coach. Developing a coaching network across all islands could also be an effective strategy, with the selection of teachers who could guide the coaching process in each island and provide support to coaches in each separate school. Considering the insular reality of the Cape Verdean islands, we suggest this training-coaching model as a possible effective solution for helping EFL teachers resolve challenges they face at the classroom level efficiently, in a timely manner, and consistently. Furthermore, we recommend that IST be considered as a requirement for teacher career progression. As shown by the data from the survey, teachers indicated that IST should be considered for career progression, and we agree that the PNFP should also predict how teachers would progress in their career through the participation in IST. We understand that teacher motivation to participate in IST is also an important factor in the successful implementation of IST.

CHAPTER VII – CONCLUSION

7.1 Summary of the Study

The present research focused on in-service training (IST) for EFL public school teachers in Cape Verde. Considering IST as an important factor in student successful learning through teacher implementation of best practices, and considering the evolution of new technologies, the new challenges brought about by a global pandemic, and the need to provide teachers with consistent support, this project investigated resources to support the implementation of a training model that could provide efficient and systematic IST to EFL Cape Verdean teachers that translated into best classroom practices and support student learning.

Motivated by an observed need for regular training tailored to teachers' specific contexts and work environments, as well as specific to the EFL field, and by challenges including lack of resources and insularity as the population of Cape Verde is spread among 9 islands, we set out to examine how to offer systematic training to teachers in city centres and in remote locations, that also translated into best classroom practices. The process of teaching is dynamic, and even though pre-service training provides all the theoretical background needed for one to become a teacher, in-service training is crucial in providing teachers with the tools they need to face the actual and current challenges in their classrooms and develop the practical skills they need to be successful teachers (Önalan & Gürsoy, 2020). Considering the context of foreign language teaching, teacher training should focus on pre- and in-service training as two key components in the process of preparing teachers for success, in view of the context of teaching English as a foreign language, which in Cape Verde means that teachers themselves are also speakers of English as a foreign language. The purpose of this chapter is to provide a summary of each chapter, as well as discuss the limitations of the study, and present recommendations for further studies.

The first chapter of this report focused on presenting the research objectives as well as the questions we set out to answer. The general objective for conducting this research was to study the best strategies for effective in-service training for EFL teachers in Cape Verde, making EFL learning a positive and effective experience for Cape Verdean students at the national level. Specifically, we aimed to: (1) understand the specific needs for EFL in-service training in Cape Verde; (2) identify specific content that should be included in an EFL in-service training program; (3) understand EFL teachers' perception and attitudes towards in-service

training; (4) provide a model that translated into improved practices at the classroom level, and that could be implemented across all islands. Therefore, to reach the objectives specifically, this process was guided by four research questions: (1) What are the needs for EFL teacher in-service training in Cape Verde? (2) What specific content should be included in an in-service training program to foster successful EFL teaching in Cape Verde? (3) What are the attitudes of Cape Verdean EFL teachers towards in-service training? (4) How can an in-service training program translate into better classroom practices and be made accessible to teachers in the different islands of the country?

Considering the objectives pointed out above, we have reported on IST and EFL teaching in Cape Verde (Chapter II), studies of IST across five continents: Africa, Asia, the Americas, Europe, and Australia (Chapter III), best practices in designing IST (Chapter IV), methodological framework used as well as specific steps taken in the implementation of the study (Chapter V), and finally, data analysis and discussion (Chapter VII). Below we proceed with a summary of the findings and information discussed in Chapters II through VII.

Chapter II focused on the following three objectives: providing an overview of the geo-historical situation of Cape Verde followed by a discussion of the country's socio-linguistic situation, allowing for a better understanding of the context in which English is taught as a foreign language; discussing in-service training at the national level as well as describing the Cape Verdean education system, more specifically, the evolution of EFL teaching in the country; discussing IST in Cape Verde, looking at studies that have been conducted related to IST in general, and focusing on EFL IST as well, which included an in-depth analysis of the National Plan for Teacher Training (PNFP).

We found it was imperative to first contextualize the complex linguistic situation of the country as well as discuss the trajectory of the educational system in Cape Verde, from its establishment in the Basic Law (LBSE) in 1990, before discussing EFL teaching and learning. Therefore, a brief discussion on the diglossia situation with Portuguese (LP) as the official language and Cape Verdean Creole (CVC) as the mother tongue was presented. CVC, a Portuguese-based creole, is the language of communication among family and friends, in informal contexts, while Portuguese is the language taught in schools and used in formal settings. Considering the different varieties of CVC in each island, the complexity of Cape Verde's linguistic situation has motivated many linguists to closely look at different factors

contributing to the linguistic scenario across the islands. Regarding the educational system in Cape Verde, we found that it was established in 1990 and reformed in 2010 and 2017. From 1990 to 2010, it was established that basic or primary education was mandatory and included six years divided into three cycles of two years each. Secondary education also included six years divided into three cycles of two years each, being that in the third cycle, grades 11 and 12, students had the option of choosing between the technical and general areas (Basic Law, 1990). The 2010 and 2017 reforms resulted in what we have today, primary education comprising of grades 1 through 8, and secondary education comprising of grades 9 through 12. Regarding EFL teaching in Cape Verde, the reforms also resulted in English being taught starting at grade 5 and being a mandatory subject through grade 12. This is considered an improvement of the first curricula, where English was taught starting at grade 7 and as an optional subject through part of secondary education.

Another important factor for the development of this research, and in figuring out the path for IST moving forward in Cape Verde was the understanding of how in-service training has been provided for EFL teachers in Cape Verde. Characterizing EFL teacher in-service training in Cape Verde was a challenging task during this study for two main reasons. First, we found research in in-service training in Cape Verde to be insubstantial. Undergraduate research focusing on in-service training has been conducted but published research focusing specifically on EFL teacher in-service training is slim. The second reason being the inconsistency of in-service training in Cape Verde, and the difficulty in finding records that characterize content addressed in the trainings that have taken place. Fundamentally, one of the reasons that motivated this research was precisely the lack of regulated in-service training for EFL teachers in Cape Verde.

Originally, one of the objectives was to develop and propose a framework for in-service training of EFL teachers that could also be implemented across disciplines. However, in the process of investigating IST in Cape Verde, we found that the Ministry of Education has developed a National Plan for Teacher Training (henceforth PNFP) to be implemented across a period of 10 years, from 2020 through 2030. Having a framework that regulates IST in Cape Verde is a crucial step in promoting IST as an important factor for teacher success and student learning. We then, shifted our focus to analysing the one developed by the Ministry of Education, considering its projected contribution to IST in Cape Verde, as well as, in line with our research concern, how it provides support for the translation of knowledge and skills into

best classroom practices for teachers, and better learning experiences for students. We found that the PNFP identified several challenges for IST in Cape Verde, including the lack of a strategic plan for the development and qualification of the educational system; the lack of a regulating framework; the non-existence of a professional teacher profile of reference for training and professional development; disparities in teacher profile due to the need to review inadequate pre-service training curricula; non-existence of an in-service training system as well as of a national body of management for IST; inadequate IST practices and absence of regulations and guidelines for operationalization of IST, performance evaluation, and teacher career promotion (PNFP, 2019). After these challenges were identified, the PNFP proposes to overcome them through the following actions: the design of a reference profile for professional teachers; implementation of a decree-law for the development of a national system for teacher training, as well as norms and regulations for pedagogical practice supervision; identification of subject areas where there is a need for teacher pre-service and specialized training; the development of a National Plan for In-Service Teacher Training (PNFCP); as well as a provisional budget for the implementation of these actions. The goal for the implementation of these actions is to provide high quality education, “without leaving anyone behind.” (PNFP, 2019). While analysing the PNFP considering our objectives for this research, we also found that, for EFL teaching in Cape Verde, it focuses on various areas, including developing reading, writing, and oral skills in the EFL classroom, material development, use of ICTs in the development of foreign language skills, and others. We also identified the need to include training regarding intercultural communicative language teaching, as well as strategies for teaching EFL to grades 5 and 6, considering the age group for these grades to fall under the category of young learners. This chapter allowed us to dive into the specifics of IST in Cape Verde, providing the reader with a working understanding of how IST is characterized in the country. We now proceed to summarize Chapter III, which focused on IST research conducted at the international level.

At the international level, we found a significant body of research in in-service teacher training. This research differs across the continents and over the years, showing two important aspects of in-service training: 1) the understanding that resources play an important role in the development of in-service training, which led us to analyse in-service training in both developing and developed countries; 2) the understanding of in-service training as an important component for successful teaching and learning by policy makers, as

well as by teachers. Research indicated that in developed countries, there is a wider range of resources being allocated to IST, and there is a wider body of research focusing on what has been done in the field. Research also indicated the existence of training models that have been tested and suggested as effective models for IST in different areas of the globe, including OER-open education resources- in developing countries to mitigate lack of resources; CFG-critical friends group- a model where teachers from the same schools met regularly to collaborate on finding solutions for their specific challenges at the classroom level; AR-collaborative action research- which looked at how teachers learnt from collaboration with their colleagues and implemented action research as part of their professional development; CDP-continuing professional development- a course based on continuing in-service training of teachers through reflective practice in writing; Coaching- a model for providing classroom level support to teachers. Across Africa, Asia, the Americas, Australia, and Europe, research indicated that collaboration, feedback, and teacher involvement to be crucial in developing and implementing IST successfully. This motivated us to move forward with research regarding curriculum development for IST, which we presented in Chapter IV, and which we summarize below.

Chapter IV focused on discussing best practices for effective IST design. Through the analysis of curriculum development components both in general and specifically to in-service training of teachers, we gained an understanding of the importance of careful planning, implementation, and testing, which guided the steps we followed while implementing this study. Chapter IV included a thorough discussion on curriculum development and implementation, its importance in IST, as well as a detailed discussion on coaching as an effective form of professional development in ensuring teaching implementation of new practices at the classroom level. This was particularly important considering that one of the issues that motivated this study is precisely the lack of support and follow-up on practice implementation at the classroom level. As we looked at in-service training in Cape Verde and abroad, it became clear that traditional style, lecture-based training does not translate into improved teaching practices for teachers and improved learning experiences for students without providing teachers with the opportunity to practice new skills and implement new knowledge in the classroom.

While researching several authors that provided insight in curriculum development, we found it to be common in several sources that there are important parts in the curriculum

development process: developing the curriculum, the content of the curriculum itself, implementing the curriculum, and evaluating the curriculum. Furthermore, we also discussed the importance of developing an effective curriculum, that is well organized, research-based and tailored to the needs of a specific group of teachers. This key in helping teachers achieve success in their teaching practices and continue to be well equipped throughout their practice to provide students with the best learning opportunities. Additionally, we identified different steps in effective curriculum development, including: defining the need for developing the training (rationale), identifying the goals and expected outcomes, selecting the content to be addressed, sequencing and organizing the learning activities for a positive experience, deciding on what instructional resources and teaching methodologies to use, structuring the implementation steps, and finally how to assess the effectiveness of the curriculum and make possible adjustments based on results.

Once a clear picture on the best practices for curriculum development and implementation was achieved through extensive bibliographical data analysis, the role of coaching was discussed as an effective form of professional development to ensure successful implementation of new practices in the classroom. Authors such as Joyce and Showers pioneered the study of coaching as an effective way of providing teachers with specific and effective support and helping them implement new practices in the classrooms. We found that, according to Pierce (2017) extensive research has shown that teachers are more likely to implement specific practices in the classroom through coaching, as in other IST formats teachers improved their knowledge, but did not increase the use of the practice in the classroom. Therefore, we conclude that even though curriculum design is important for implementing effective in-service training for teachers, we have learnt that in-service training alone does not guarantee the implementation of best practices in the classroom. Though IST should be carefully planning and implemented, the best way is to pair it with coaching to ensure that teachers are able to successfully implement the practices they learn.

When researching coaching as a model for successful in-service training, we found that there is a significant body of research conducted over the course of the last forty years. This research, conducted by different researchers, in different settings and over different periods of time shows that coaching, when effectively implemented following the 3-step process and including all its components, is an effective model for in-service training of teachers as it

provides teachers with the opportunity to improve the implementation of new practices, helping their students improve their learning process. However, research also shows that coaching can be difficult for teachers to get used to as it can easily be mistaken as being evaluative if not successfully planned and implemented. Therefore, coaches must follow a set of strategies to ensure that they have a positive relationship with the teachers they are working with.

When reviewing the research conducted in the field, we were also able to identify reasons why pairing training with coaching can improve teacher practice and student learning, as well as the importance of successful implementation of training and coaching. Joyce and Showers research showed that only 10% of teachers implemented what they learnt from training alone. Furthermore, research showed that learning a new skill is not guarantee that teachers will implement this skill in their teaching practice. Successful coaching is crucial for successful professional development, but we also found that it is equally important to successfully develop and implement different forms of training. Training design and implementation also play an important role on teachers' learning process and will set the stage for successful coaching implementation. Considering the extensive research on coaching, and the empirical data showing its contribution to successful implementation of teaching practices, we asked whether pairing coaching with training could be effective in providing effective IST to Cape Verdean EFL teachers that would be systematic and translate into best practices at the classroom level. Thus, Chapter V provided a detailed explanation on how empirical data was collected following the bibliographical research that informed the decision making regarding the training model implemented.

In Chapter V we presented a thorough discussion on what methods were used for data collection. Data was collected through a mixed methods approach, using both qualitative and quantitative methods for data collection. Specifically, an adaptation of the Explanatory Sequential Design (Creswell & Creswell, 2018) was implemented in two phases of data collection and analysis. During phase one, mixed data was collected through a teacher survey applied to teachers at the national level to reinforce a bottom-up approach in needs assessment, to collect demographic information and to understand teachers' attitudes towards in-service training. During phase two, information from the needs assessment survey was used to develop and implement an in-service training-coaching model where training

sessions were paired with strategic coaching to promote improved practices and subsequently improved student learning.

Two different perspectives were considered when researching strategies for survey design, specifically, Crawford's, and Saris and Gallhofer's research on survey design. To ensure a well-designed survey, careful steps, based on recommended approaches, were put in place. First, based on Crawford's recommendations we considered the importance of meeting the research objectives, obtaining information as complete and accurate as possible, making it easy for respondents to provide the requested information, and keeping the survey as brief as possible. In addition to considering Crawford's criteria for a well-designed questionnaire, Saris and Gallhofer also played an important role in the design and implementation of the survey in two different ways. First, Saris and Gallhofer's proposed choices in survey design were key in the initial process of decision-making regarding survey design. These authors provided a framework that supported a phased survey design, including selecting the topic and the most important variables, identifying the data collection methods and how to make the survey available to respondents, pre-testing the survey for optimization, developing a final version, choosing the sample, and implementing the survey through distribution and data collection. Furthermore, Saris and Gallhofer played an important role in the question formulation process, providing extensive insight on different ways in which requests for answers can be developed.

One of the main factors that motivated this study was to research ways in which EFL teachers could participate in IST that would be tailored to their needs, consistent and that translated into improved practices in the classroom. While designing a model that would translate into best practice in the classroom, and therefore better learning experiences for students, we developed a concept that merged training and coaching together. As discussed previously, research has shown that professional development in the form of training without a form of follow-up in the classroom does not guarantee that the knowledge and/or skills acquired during training will translate into better teaching practices. Thus, a series of steps were followed as we developed the training methodologies as well as coaching practices that were tested.

Training modules followed a learner-centred approach, co-facilitated by two trainers, one of which was the researcher. Developing and implementing effective training was

important for this research project, and following an extensive research, seven elements were considered: content focus, active learning, collaboration, modelling, coaching and expert support, feedback and reflection, sustained duration (Darling-Hammond, Hyler & Gardner, 2017). The teacher survey informed the decision in selecting the topics for training: intercultural competence in the EFL classroom, classroom management, teaching EFL to middle vs highschoolers.

Specifically, the in-service training model implemented blended training and coaching for maximum support to teachers, providing an opportunity to learn about the theoretical framework of concepts and teaching methods, and to brainstorm and discuss ideas. Then, coaching was used to provide them with support in the implementation of the methods discussed during training. The coaching model implemented was adapted from Pierce (2015) and Joyce and Showers' (1982) guidelines to successful coaching. Using the coaching guidelines by Joyce and Showers, and the *Effective Practices for Coaches* program developed by Pierce (2017) at the National Centre for Systemic Improvement in the United States (NCSI), we developed an adapted coaching training program that participants took part in so that they would be able to play the role of a coach during the last phase of the research. Below, we summarize the findings discussed in Chapter VI, regarding the teacher survey as well as the training-coaching model implemented.

Chapter VI focused on understanding four fundamental aspects of in-service training of EFL teachers in Cape Verde, rooted in the four research questions, through the analysis of the empirical data collected. Different approaches were used in analysing the data collected, according to the instruments that were used. For the teacher survey, used to collect both quantitative and qualitative data, we used both descriptive and inferential approaches. For the qualitative data we used content and narrative analysis approaches. These different approaches allowed us to make sense of the data according to its specificity in the different phases of research implementation.

The teacher IST survey provided data regarding three variables: teacher demographics, teachers' specific IST needs and characterization of previous IST participation, and finally teachers' attitudes towards in service training. For the first variable we looked at five categories of data to help us characterize the sample population: gender, years of service, location, grade levels taught, and education. The data indicated that teacher respondents

have an average of 11 years of teaching experience, from which we can infer that they have had the opportunity to work with different grade levels and different age groups, and possibly in different school locations in the country. Though over 50% of respondents are women, we did not consider the gender difference to be high enough for gender inferences regarding female versus male teachers' participation. Furthermore, over 60% of respondents taught in the islands of Santiago and São Vicente, combined, which we found to be consistent with the way the population is spread among the islands. This also provided insight into the role of political power in access to IST, considering Santiago to be the governmental centre of the country, and São Vicente holding the second place for decision making in the country. Concerning accessibility, smaller islands stand in disadvantage perpetuated by challenges such as transportation issues and available resources. Additionally, when looking at teachers' educational background, the data provided indicated that most respondents had the basic qualification to teach English in Cape Verde, a bachelors' degree in English.

Considering the second variable, teachers' specific IST needs and characterization of previous IST participation, we found that, in general, teachers had a positive experience with IST, as most of them either agreed or strongly agreed that IST courses attended in the past 5 years had a real positive impact in their teaching practice. In addition, we found high level of interest in learning from the list of proposed topics, with respondents providing specific insight regarding their interest in learning about other areas including online teaching, literature-story telling for young learners, among others.

In terms of teacher attitude towards in-service training, the data indicated that how teachers feel about IST does not necessarily align with the frequency in which they are willing to participate in IST. In general, respondents showed a positive attitude towards IST, demonstrating their understanding of the importance of participating in IST. However, this information conflicted with the fact that, in practice, they were not willing to participate in IST as much as they thought they did, possibly.

Finally, considering the last question intended to find out how to make IST translate into better classroom practices and how to make IST accessible to teachers in remote location, we found training and coaching to be more efficient when implemented together. First, by pairing training and coaching, we were able to see specific practices being implemented with the support of a coach. Furthermore, with the training sessions

implemented, we found that participants responded well to collaborative work, as the activities designed capitalized on their experiences to resolve EFL teaching issues pertinent to the Cape Verdean context. Considering making training available to teachers across the country, we found that focusing on peer coaching could be paramount in achieving this goal. We know, from the data collected, that teachers mostly prefer face-to-face training, but are open to blended training options, and we know that coaching provides support at the classroom level, so teachers can implement teaching practices successfully. Therefore, we suggest that implementing this model of training and coaching has the potential to be successful in terms of ensuring that teachers across the country have access to training, by participating in training and then receiving continuous support through a coach in the school community.

Finally, the data collected throughout the implementation of the study allows us to conclude that a systematic in-service training model for EFL teachers in Cape Verde is needed to support teachers in improving their instructional skills and develop the ability to deal with daily challenges in their classrooms. Furthermore, when implementing training paired with coaching, effectively, IST can provide EFL teachers with the skills to foster a successful teaching and learning environment for EFL teachers and learners in Cape Verde. The training-coaching model implemented showed that effective training paired with effective coaching can support teacher implementation of new and improved teaching practices, contributing for better learning experiences for their students.

7.2 Limitations of the Study

Despite our conviction that this study has allowed for a better understanding of IST for EFL teachers in Cape Verde, and that it will set the stage for other studies to continue to explore this topic, there are some limitations that we would like to point out below:

1. Though we have been able to show that IST in Cape Verde has been infrequent throughout the years, and that, up to the time of writing this research, a framework regulating systematic IST had not been implemented yet, it was difficult to find bibliographical data that informed us, in detail, how frequent teachers participated in IST and what type of IST they participated in. At the international level, we were able to find several studies providing information about IST across 5 continents; however, IST studies in Cape Verde are slim, making

it difficult to specifically characterize IST in the country. Thus, the characterization of IST that we have is mostly based on teachers' perspectives collected through the teacher survey.

2. Even though the teacher survey was developed based on sound strategies that have been tested and proven to work, its recognition as an effective tool by the research community might be questioned due to the fact that it was not adapted from an already existing survey, that had already proven its feasibility in data collection. Furthermore, due to the low representation from the smaller islands, we were not able to consider the data from an island-to-island perspective. This would have given more specific information regarding training accessibility, and possible patterns per island of the archipelago.
3. Coaching results might have been affected by classroom observations. Having an observer in the classroom may have affected the way that students behaved in class as well as the way the teachers behaved in class. More specifically, with the coach, and at times another observer to check fidelity of coaching in the classroom, it is difficult to say whether teacher and students would behave the same as they would when no one is observing the class. Therefore, this might have influenced the overall results of the study.
4. Though teachers demonstrated understanding of the topics discussed during training sessions, and formative assessment was applied throughout the training sessions, a formal assessment was not applied to document teachers grasp of the topic at hand.

7.3 Final Remarks

At the very beginning of this research, we had considered focusing on technology as a key component in making training available to teachers across the country. However, we have learnt through extensive research and data collection, that face-to-face contact is still needed for our educational settings. Not only do teachers still prefer face-to-face interactions, but we also found that training alone is not enough to ensure successful implementation of new practices in the classroom. Thus, based on the data collected, we suggest training paired with coaching to ensure that teachers are receiving the support their need across the islands. We do see a possibility in offering coaching and training using technology with synchronous sessions, but at this stage we recommend that coaching be implemented face-to-face so that

teachers and coach can build the alliance needed to succeed in the implementation of the coaching steps. Through bibliographical research, data collected from a needs assessment survey, and through the implementation of a training and coaching model we have been able to answer the four research questions that motivated this research. We do recommend that further research be developed regarding how to implement Moodle not only as a resource centre, but as an interactive platform that teachers can use to interact with each other and complete training projects. Furthermore, we also recommend further research in the implementation of coaching through longer periods of time, as well as regarding teachers' willingness to participate in systematic IST, and open-mindedness to work with a coach for the improvement of student learning through the application of best practices in the classroom. If possible, we recommend the use of recording devices for classroom observation so that the classroom setting is not disrupted by the presence of an observer. This would increase results feasibility, as it would decrease chances that students and teachers might behave differently due to being observed by an outsider.

Finally, the present study aimed to identify IST training needs for Cape Verdean EFL teachers, learn about teachers' possible attitudes towards IST, and provide a training model that would translate into best practices in the classroom and successful student learning. Though we believe to have achieved the goals established at the beginning of this study, we do understand that, with more time available, we would have been able to achieve better results. Our hope is that this research will inform better decision-making regarding IST in Cape Verde, and that it will provide researchers with specific information regarding a topic that needs further research in the country. For Cape Verdean EFL teachers, our hope is that this project creates more opportunities for them to receive the support they need at the classroom level. For teachers in remote locations, that have had little access to IST, we hope that the training-coaching model proposed here can be made available to them so that they can find in one another the support they need for continuing to improve their teaching practices as the world continues to evolve. Referring to Freire's words "to teach is part of the very fabric of learning" (2000, p. 31), we hope that teachers, policy makers in education, as well as administrators in Cape Verde develop a better understanding of the importance of effective and systematic IST for the success of our students, as they are the future of our country.

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APPENDICES

Appendix A – EFL Teacher In-Service Training Survey

Dear English Teacher,

This survey is designed to collect information on your experience with in-service training as an English teacher working for the Ministry of Education in Cabo Verde. You will be asked about your teaching background and work location, as well as your experience and thoughts on in-service training. This is an anonymous survey. You will not be asked to provide any personal information such as names and contact, and all the information you do provide will be used solely for the purpose of research. The information you provide will be used to prepare an in-service training program to meet your needs as an EFL teacher. This survey is part of my doctoral research project entitled: *An in-service training model for Cape Verdean EFL teachers*. The aim is to positively impact the teaching and learning of EFL in Cabo Verde by providing teachers across the country with support through in-service training.

Please know that your contribution is invaluable. Thank you for your time and careful consideration as you complete each section of this survey.

Sincerely,

Donzilia Soares

Candidate for the PhD in Language Teaching - Multilingualism and Education for a Global Citizenship
(Universidade Nova de Lisboa).

*** Please enter the 6-digit code before submitting.**

Please enter 6 random characters below, you may include letters and numbers. We will associate your answers to this code. This will allow us to keep the survey anonymous while being able to make sure that each survey is well identified.

For the purpose of this project, we define in-service training-IST (also known as professional development) as “activities in which a serving teacher may participate to upgrade his/her professional knowledge, skills and competence...” (Osamwonyi, 2016). These activities may include (but are not limited to): conferences, workshops, seminars, or even collaborative learning with the members of your work group. Your responses to the following questions will help us to identify your current needs and design the appropriate training model to help maximize your performance as an EFL teacher.

1 - Please rate your level of familiarity concerning the general areas below.

	Not Familiar	Slightly Familiar	Moderately Familiar	Very Familiar	Extremely Familiar
Intercultural competence in EFL teaching/learning	☐	☐	☐	☐	☐
Classroom management and student engagement	☐	☐	☐	☐	☐
Strategies for teaching EFL to young learners (aged approximately between 6 and 11 years old)	☐	☐	☐	☐	☐
Strategies for teaching EFL to middle/high schoolers (aged between 13 and 18 years old)	☐	☐	☐	☐	☐
21st century skills (includes technology) and EFL teaching	☐	☐	☐	☐	☐
Special needs and inclusion in the EFL classroom	☐	☐	☐	☐	☐
Differentiated instruction for mixed ability classrooms	☐	☐	☐	☐	☐
Material development	☐	☐	☐	☐	☐
Integrating different types of assessment	☐	☐	☐	☐	☐
Methodologies for the use of mother tongue and/or second language in the EFL classroom	☐	☐	☐	☐	☐

Language development for EFL teachers	☐	☐	☐	☐	☐
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Teaching the four language skills in large classrooms	☐	☐	☐	☐	☐
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2 - Please rate your level of interest in learning more about the areas below:

	Not Interested	Slightly Interested	Moderately Interested	Very Interested	Extremely Interested
Intercultural competence in EFL teaching/learning	☐	☐	☐	☐	☐
Classroom management and student engagement	☐	☐	☐	☐	☐
Strategies for teaching EFL to young learners (aged approximately between 6 and 11 years old)	☐	☐	☐	☐	☐
Strategies for teaching EFL to middle/high schoolers (aged between 13 and 18 years old)	☐	☐	☐	☐	☐
21st century skills (includes technology) and EFL teaching	☐	☐	☐	☐	☐
Special needs and inclusion in the EFL classroom	☐	☐	☐	☐	☐
Differentiated instruction for mixed ability classrooms	☐	☐	☐	☐	☐
Material development	☐	☐	☐	☐	☐
Integrating different types of assessment	☐	☐	☐	☐	☐

Methodologies
for the use of
mother tongue
and/or second
language in the
EFL classroom

☐ ☐ ☐ ☐ ☐

Language
development for
EFL teachers

☐ ☐ ☐ ☐ ☐

Teaching the
four language
skills in large
classrooms

☐ ☐ ☐ ☐ ☐

3 - Please specify any particular areas that are part of the topics above that you would be interested in learning from during IST. Also, indicate any other topics that you would be interested in learning about that are not included above.

Your answer..

Your responses to the following questions will provide us with information on previous in-service training that you have participated in.

4 - How many in-service training courses did you attend in the last 5 years? (Select one option).

- ☐ None
☐ 1 to 3
☐ 4 to 6
☐ 7 to 9
☐ 10 or more

5 - On average, what was the duration of each IST course you participated in? (Please select other if you have attended IST lasting for a longer period of time than specified, or if you have not yet participated in any IST since you began teaching).

- ☐ Up to 1 hour
☐ 1 to 4 hours
☐ 4 to 8 hours
☐ 1 to 2 days
☐ 1 to 2 weeks
☐ More than 2 weeks

☐ Other: Your answer..

6 - Please rate how much you agree or disagree with the following statements regarding the in-service training (IST) courses that you have attended in the last 5 years.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
The IST courses content was relevant to my current job functions.	☐	☐	☐	☐	☐
The IST courses have helped me improve the quality of my teaching.	☐	☐	☐	☐	☐
The IST courses have allowed me efficiently help my students in the classroom.	☐	☐	☐	☐	☐
The IST courses have helped me resolve previously identified classroom issues.	☐	☐	☐	☐	☐
The IST courses have been tailored to my specific needs as an EFL teacher.	☐	☐	☐	☐	☐
The IST courses have been scheduled regularly throughout the years.	☐	☐	☐	☐	☐
The IST courses have been provided by the same trainers.	☐	☐	☐	☐	☐
The IST trainers were qualified and demonstrated competence and knowledge of the subject matter.	☐	☐	☐	☐	☐
The IST courses have been offered close to my community and easy to access.	☐	☐	☐	☐	☐
The IST courses have taken place online.	☐	☐	☐	☐	☐

7 - Please list topics (that you can remember) discussed in the training courses you have participated in:

Your answer. .

Your responses to the following questions will provide us with information about your views, feelings and attitudes toward in-service training in general.

8 - Please rate how much you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I think participating in IST is a great way to improve my teaching skills.	☐	☐	☐	☐	☐
I think participating in IST is a great way to improve my language skills.	☐	☐	☐	☐	☐
I enjoy participating in IST courses.	☐	☐	☐	☐	☐
I would participate in more IST courses if I had a chance.	☐	☐	☐	☐	☐
I would recommend participating in IST courses to my colleagues.	☐	☐	☐	☐	☐
I have taken the initiative to participate in IST courses that were not offered by the Ministry of Education.	☐	☐	☐	☐	☐
I have tried to find IST courses online to participate in.	☐	☐	☐	☐	☐
I think the government should provide more opportunities for IST for teachers.	☐	☐	☐	☐	☐
I would participate more in IST courses if the training hours counted towards my career progression.	☐	☐	☐	☐	☐
I think participating in IST is a complete waste of my time.	☐	☐	☐	☐	☐

9 - Based on your answers to the affirmations above, please expand on your thoughts about in-service training.

Your answer..

10 - How regularly would you be willing to participate in IST courses? Choose one option.

- ☐ 0 times a year
☐ 1-2 times a year
☐ 3-4 times a year
☐ 5-6 times a year

☐ Other:

11 - Indicate your order of preference for the following forms of IST:

	Most preferred	Preferred	Least preferred
Face to face only	☐	☐	☐
Blended: mixture of face to face and online (videoconference and learning platform)	☐	☐	☐
Online only: (videoconference and learning platform)	☐	☐	☐

Your answers to the following questions will provide us with information on your workplace and background training.

12 - What is your gender? (select one option).

- ☐ Female
☐ Male
☐ Other:
☐ Prefer not to say

13 - When did you first start teaching English with the Ministry of Education?

Date: /

14 - Provide the name of your current work location below (School Name and City).

Your answer..

15 - When did you start working at this location? *

Date: /

16 - Select the island where your school is located: *

17 - Sometimes teachers are required to teach in more than one school location because they have different grade levels (primary and secondary students). If this is the case for you, please provide the name of your other school location here (If not, please answer 'Not Applicable'):

Your answer..

18 - When did you start teaching at the location specified in the question above?

Date: /

19 - Please select all the grade levels that you have taught from the beginning of your EFL teaching practice until now.

- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

20 - What grade level (s) do you currently teach (school year 2021/2022)? Select all that apply.

- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

21 - What is the highest academic degree you have earned? (Select one option).

- ☐ I started a Bachelors but did not finish it
- ☐ Bachelors
- ☐ Masters
- ☐ Doctorate
- ☐ Other:

22 - Indicate name of institution and country where you earned your bachelors. If you have never started or finished a bachelors, please answer "Not Applicable".

23 - Indicate title of your bachelors program. If you have never started or finished a bachelors, please answer "Not Applicable".

24 - Indicate bachelors completion date:

Date: /

25 - If you have completed any degree other than a bachelors (example: masters or PhD) please tell us here the program title, completion year, and country/institution where you studied. If not, please answer "Not Applicable".

Your answer..

By submitting your answers, you give permission for this data to be used for the purpose of research. Data collected may also be part of research published separately from the doctoral program. Thank you for taking the time to submit your answers!

Submit

Appendix B – Teacher Training-Coaching Feedback Sheet

Teacher training and coaching feedback sheet

Part I - Choose the option that best applies to you about the influence of training and coaching in your teaching practice.

1- While being coached, I was able to set specific goals and successfully implement new practices in the classroom using knowledge from the training sessions and support from my coach.

- ☐ Strongly Agree
- ☒ Agree
- ☐ Do not agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

2- For the training modules that I did not receive coaching, I was able to set specific goals and successfully implement new practices in the classroom using knowledge from the training sessions alone.

- ☐ Strongly Agree
- ☒ Agree
- ☐ Do not agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

3- I feel that pairing training with coaching had a real impact in my teaching practice and in my students learning

- ☐ Strongly Agree
- ☒ Agree
- ☐ Do not agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Appendix C – Coaching Fidelity Rubric

Coaching Fidelity Rubric

Coaching practice	Adherence	Quality	Dose	Responsiveness
Observation: Watching the teacher in the classroom environment use a specific program, intervention, or practice Practice of interest: _____	No (0 points) Yes (1 point)	Select the one that applies to the session: Coach not positioned to observe the teacher or students (0 points) Coach positioned to observe the teacher <i>and</i> students (1 points)	To understand practice implementation observations are: Too brief and/or infrequent (1) Neither brief nor infrequent (2)	Coach did not observe teacher at the agreed time when the practice was scheduled to be implemented (1) Coach observed teacher at the agreed time and practice was implemented (2)
Modelling): Showing the teacher how to use a specific program, intervention, or practice of interest when the teacher is unfamiliar with the practice or uses it incorrectly Practice of interest: _____	Not applicable No (0 points) Yes (1 point)	Select the one that applies to the session: N/A: Modelling was not needed by the teacher Coach incorrectly models the practice (0 points) Coach correctly models practice of interest and allows teacher to practice afterwards. (1 point)	N/A: Modelling was not needed by the teacher Modelling is either too long or too brief <i>and/or</i> is infrequent, such that teacher is not able to correctly replicate the practice at all (1) Modelling is of sufficient duration and frequency that teacher is able to replicate entire practice correctly (2)	N/A: Modelling was not needed by the teacher Coach modeled a different instructional strategy than the practice of interest (1) Coach modeled practice of interest (2)
Performance Feedback: Presenting information about the teacher's use of a specific program, intervention, or practice Practice of interest: _____	No (0 points) Yes (1 point)	Select the one that apply to the session (1 point per checked box): ☐ Based on the teacher's practice ☐ Specific ☐ Positive ☐ Corrective (if needed) ☐ Timely (within 1–2 days)	30% or less of feedback was positive (1) 80% or more of the performance feedback was positive (2)	The feedback was not related to the practice of interest (1) Coach provided performance feedback that was consistently related to practice of interest (2)

Alliance-Building Strategies: Using specific strategies to develop a positive relationship with coached teacher Practice of interest: 	No (0 points) Yes (1 point)	Check all that apply to the session (1 point per checked box): ☐ Restating and summarizing information conveyed by teacher ☐ Asking open-ended questions ☐ Affirming difficulty of change ☐ Using nonevaluative language ☐ Referring to past accomplishments ☐ Identifying and working toward teacher's goals and needs ☐ Conveying that improved teaching is about teamwork ☐ Conveying expertise	Use of alliance-building strategies is too brief and is infrequent, such that the coach–teacher interaction is negative (1) Use of alliance-building strategies is of sufficient duration and frequency; coach–teacher interaction is only positive (2)	Teacher was not, or occasionally engaged in the session (1) Teacher was consistently engaged in the session (2)
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Coaching practice	Adherence	Quality	Dose	Responsiveness
Use this form to calculate fidelity of coaching practice if coach modeled during the coaching cycle or if modelling was needed but did not occur	Points possible: 4 Points: _____	Points possible: 15 Points: _____	Points possible: 8 Points: _____	Points possible: 8 Points: _____
Total possible points: 35 Total points earned: _____ Calculation: Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Percentage: _____ Notes and comments:				

Coaching practice	Adherence	Quality	Dose	Responsiveness
Use this form to calculate fidelity of coaching practice if modelling was not needed	Points possible: 3 Points: _____	Points possible: 14 Points: _____	Points possible: 6 Points: _____	Points possible: 6 Points: _____
Total possible points: 29 Total points earned: _____ Calculation: Total Points Earned/Total Points Possible × 100 = Percentage of Fidelity of Coaching Percentage: _____ Notes and comments:				

Adapted from Pierce's Effective coaching of teachers: fidelity tool rubric. (2017)

Appendix D – Coaching Note-Taking Sheet

Coaching note-taking sheet

Before observation

Brief description of pre-observation meeting, including the goals that were set by the team in terms of teacher practice and learning outcomes.

During observation

Date:

Grade:

Number of students:

Time:

Description of classroom procedures, practice implementation and student' responsiveness.

Post-observation meeting

Debriefing information on practice implementation, teacher's comments, coach's comments. Plan of action for next steps and future observations.

Adapted from NCSI Coaching Fidelity Tool, 2017

Appendix E – Consent Form

Consent Form

Thesis: Effective classroom teaching and practice: an in-service training model for Cape Verdean EFL teachers

I _____, agree to participate in the research project titled “Effective classroom teaching and practices: an in-service training model for Cape Verdean EFL teachers”, conducted by Donzilia Soares, who has discussed the research project with me.

I have received information about this project, and I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I consent to participate in the research project and understand the following:

- the research may not be of direct benefit to me
- my participation is completely voluntary and anonymous
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research project
- the steps that have been taken to minimize any possible risks
- what I am expected and required to do
- whom I should contact for any complaints with the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- Security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

Name: _____ (please print)

Signature:

Date: _____

Appendix F – Statement of Clarification

Termo de Esclarecimento

**Doutoramento em Didática das Línguas – Multilinguismo e Educação para a Cidadania
Global: Especialidade no Ensino do Inglês como Língua Estrangeira/Língua Segunda**

Tese de Doutoramento: Effective Classroom Teaching and Practices: An In-Service Training Model for Cape Verdean EFL Teachers

Candidata: Donzilia Soares

Orientador: Professor Doutor Carlos Ceia – NOVA-FCSH

Objetivos:

1. Compreender as necessidades específicas para a formação contínua de professores de inglês como língua estrangeira (EFL) em Cabo Verde.
2. Identificar conteúdos específicos que devem ser incluídos num programa de formação contínua de EFL.
3. Compreender a perceção e atitudes dos professores de EFL em relação à formação contínua
4. Testar um modelo de formação e coaching.

Procedimentos

1. Será solicitado que participe em sessões de formação e sessões de coaching, alternativamente
2. Durante as sessões de formação as aulas serão gravadas.
3. Durante as sessões de coaching, participará em reuniões e será necessário abertura para que o coach observe as suas aulas, ou para que você observe as aulas na qualidade de coach.
4. Todos os detalhes são explicados antes da implementação de training e coaching.

Riscos e benefícios

A sua participação nesta pesquisa não envolve risco de alto nível, mas acarreta a possibilidade de causar nervosismo ou desconforto no âmbito das observações de aula. Para evitar constrangimentos, os participantes são familiarizados com o processo antes das observações. Durante este tempo, a pesquisadora recolhe dados que permitirá tirar conclusões sobre as atividades e fazer sugestões que possam ajudar a sua prática docente. Durante o estudo, poderá também ter a oportunidade de melhorar a aprendizagem dos seus alunos através da implementação de novas estratégias de ensino, com base nas formações e sessões de coaching.

Confidencialidade

Os resultados serão publicados, mas manter-se-á a confidencialidade dos seus dados pessoais, sendo que somente a pesquisadora e o orientador terão acesso aos dados pessoais, antes do tratamento e publicação dos resultados. A sua participação nesta pesquisa é feita de livre e espontânea vontade, e pode desistir a qualquer momento.

Quaisquer dúvidas podem ser tiradas com a pesquisadora através do e-mail donzilia.soares@docente.unicv.edu.cv

Appendix G – Education Directorate-General Study Approval

Assunto: Pedido de consentimento e apoio na realização de trabalho de pesquisa de doutoramento

Prezada Diretora Nacional da Educação,

Eu, Donzilia Martins Soares Oguttu, docente da Universidade de Cabo Verde, e doutoranda do programa de Didática das Línguas-Especialidade em Ensino da Língua Inglesa, pela Universidade Nova de Lisboa, venho por este meio mui respeitosamente pedir o vosso consentimento e apoio na realização do trabalho de pesquisa intitulado: An in-service training model for Cape Verdean EFL teachers. Este projeto pretende estudar a formação contínua de professores de inglês em Cabo Verde, com três objetivos específicos: entender as necessidades específicas de formação contínua de professores de inglês, bem como a perceção e atitudes dos próprios professores em relação à formação contínua, identificar temas que devem ser tratados em sessões de formação contínua, e por fim desenvolver e testar um modelo de formação contínua que seja sistemático e que possa incluir professores das 9 ilhas do país, com o apoio e uso da tecnologia.

Neste âmbito, venho pedir o vosso apoio na designação de um ponto focal da vossa instituição que me possa apoiar nas etapas seguintes:

1. Recolha de dados documentais: a. estatística de professores de inglês do 5º ao 12º ano, com a especificação do posto de trabalho e níveis de escolaridade a que lecionam;
b. registos de formação contínua para professores de inglês nos últimos anos;
c. caracterização dos agrupamentos e das divisões de trabalho, incluindo as coordenações e concelhios;
d. regulamentos e/ou diretrizes sobre formação contínua de professores em Cabo Verde;
2. Recolha de contatos dos diretores de todas as escolas secundárias do país, bem como apoio em contactar as coordenações e professores de inglês em todas as ilhas;
3. Divulgação de um questionário a ser aplicado a nível nacional a professores de inglês.
4. Aplicação de estudo focado em Coaching de professores.

Data: _____

Aprovado em: _____ Por: _____

Appendix G – School Headmasters Consent Letter

Prezado Senhor Diretor da Escola_____

Prezado Senhor Sub-Diretor da Escola_____

No âmbito da implementação do estudo de doutoramento detalhado no Termo de Esclarecimento em anexo, com foco na formação contínua de professores de inglês em Cabo Verde, venho por esta via pedir a vossa autorização para observar aulas da (s) professora (s) _____. Ela (s) fazem parte do meu grupo de trabalho, e estão de acordo em participar do estudo.

Agradeço desde já pelo apoio e fico à disposição para quaisquer esclarecimentos.

Aprovado em_____

Assinatura do responsável:_____

Appendix G – University of Cape Verde Consent Letter

Prezado Sr. Administrador Geral da Universidade de Cabo Verde,

Eu, Donzilia Martins Soares Oguttu, docente da Universidade de Cabo Verde, e doutoranda do programa de Didática das Línguas-Especialidade em Ensino da Língua Inglesa, pela Universidade Nova de Lisboa, venho por este meio mui respeitosamente pedir o vosso apoio na realização da tese de doutoramento intitulada *An in-service training model for Cape Verdean EFL teachers*. Este projeto pretende estudar a formação contínua de professores de inglês em Cabo Verde, com três objetivos específicos: entender as necessidades específicas de formação contínua de professores de inglês, bem como a perceção e atitudes dos próprios professores em relação à formação contínua, identificar temas que devem ser tratados em sessões de formação contínua, e por fim desenvolver e testar um modelo de formação contínua que seja eficaz e que possa incluir professores das 9 ilhas do país, com o apoio e uso da tecnologia.

Neste âmbito, venho pedir a autorização para o uso da Plataforma Moodle da Universidade de Cabo Verde materializado na criação de uma disciplina que seria usada como instrumento de apoio à implementação do modelo de formação contínua a ser testado durante estudo.

Ciente de que este assunto merecerá a vossa atenção, agradeço desde já pelo apoio e aguardo deferimento.

Data: _____

Aprovado em: _____ Por: _____

Appendix H – Training Programs

Topic 1: Intercultural Competence in the EFL Classroom

Objectives: Learn how to incorporate intercultural communicative language teaching in current teaching practices.

Learning outcomes

This training course is designed to help teachers:

1. Understand the concept of intercultural competence and differentiate and exemplify its components.
2. Raise awareness of their own intercultural competence in terms of knowledge, skills and attitudes towards 'the other'.
3. Identify strategies for teaching their students the knowledge, skills and attitudes needed to interact and understand the 'other', incorporating culture and language in their practice.

Activities

1. Brainstorm and discuss the meaning of "intercultural competence".
2. Reflect on personal experiences with stereotypes, both in being stereotyped or in stereotyping others.
3. Video discussion on an individual being stereotyped based on appearance, skin color, dress code, foreign accent.
4. In groups, create activities/strategies for teaching the three components to Deardorff's intercultural competence (2006): knowledge, skills, and attitudes.
5. Present findings to the other training members

Assessment

Presentation of findings to group members showing understanding of what intercultural competence means and how to incorporate intercultural communicative language teaching in the classroom with concrete examples of strategies and activities to implement with students.

Supporting material

Intercultural Communicative Language Teaching



Getting to know each other

- 1- What is your name?
- 2- Where are you from?
- 3- Where do you teach and what levels?
- 4- What is something about yourself that you would like to share?



Intercultural Competence Barriers



Reflect on an experience where you were treated differently or even wrongly accused of having done something because of your appearance, background, culture, language. Feel free to jot down your ideas on paper.

Share your thoughts.

Intercultural Competence Barriers



Now reflect on the opposite experience, where you treated someone differently or wrongly accused them of having done something because of their appearance, background, culture, language. Feel free to jot down your ideas on paper.

Share your thoughts.

Now that we have acknowledged that we all stereotype others, and are stereotyped by others, what can we do about it?

Knowledge
Cultural self awareness; culture specific knowledge; socio-linguistic awareness; grasp of global issues and trends

Skills
listening, observing, evaluating using patience and perseverance; viewing the world from others' perspectives

Attitudes
Respect (valuing other cultures); **openness** (withholding judgement); **curiosity** (viewing difference as a learning opportunity); **discovery** (tolerance for ambiguity)

Intercultural Competence Constituents

How can we, as language educators, help our students develop the **skills**, **knowledge** and **attitudes** needed to interact with people from different backgrounds?

- Groups 1 & 2: Skills
- Groups 3 & 4: Knowledge
- Groups 5 & 6: Attitudes



Can you think of one intercultural competence strategy that you would be willing to develop and apply in your English classroom?



Topic 2: Classroom Management

Objectives: Identify classroom management challenges as well as possible strategies to overcome such strategies.

Learning outcomes

This training course is designed to help teachers:

1. Understand the concept of classroom management and differentiate among different instructional styles.
2. Reflect on own practices and identify specific personal challenges considering school environments, students, and available resources.
3. Identify specific strategies that can be implemented considering specific challenges faced by teachers.
4. Encourage participants to act at the classroom level regarding the implementation of strategies for more effective classroom management.

Activities

1. Brainstorm and discuss classroom management challenges stimulated by an image representing several issues in a classroom setting, considering the following:
 - a. The actions happening in the picture.
 - b. The level at which they could relate to the actions happening in the picture.
 - c. Whether they had experienced any of the issues presented in the picture.
 - d. What actions would they take in the position of the teacher represented in the picture.
2. Small group discussion: top three classroom management challenges faced as well as effective ways to overcome these challenges.
3. Share findings from small group discussion, when each group presents their top three challenges and top three strategies for overcoming the challenges.
4. Guide discussion around the meaning of the term “classroom management”.
5. Identify their biggest classroom management challenge and a strategy to be implemented to overcome said challenge.

Assessment

Presentation of findings to group members showing understating of what classroom management challenges are and how to effectively deal with such challenges.

Classroom Management and Student Engagement



Follow-up

1. Do you remember the 3 elements of Intercultural Competence?
2. Let's hear them 😊



In small groups, look at the picture and discuss the following questions:

- 1- What is going on in this classroom?
- 2- Can you relate to this teacher on any level, or have you have experienced any issues such as the ones in the picture?
- 3- If you were this teacher, what would you do?



Expressoenglish.net

Now, in the same small groups, please fill out the table below. You will later share your table with others.



Your group's top 3 classroom management challenges	Ways of effectively dealing with these challenges

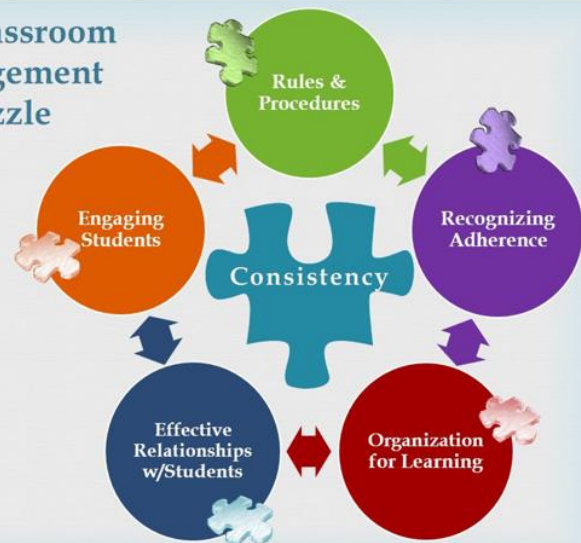


What, exactly, does it mean
to *manage* a classroom?
Discuss with a partner, then share with everyone.



Do any of the pieces of this
puzzle relate to what we
have discussed already?
If so, which ones and how?

The Classroom Management Puzzle



Expressoenglish.net

Implementation

1. Of all the classroom management issues that were raised today, which do you feel you need to work on the most?
2. Importantly, how will you address this issue in your own English classes?



Topic 3: Teaching English to Middle vs High Schoolers

Objectives: Learn to identify and characterize learners' domains according to age group, so that this can be taken into consideration when planning EFL learning activities for middle schoolers versus highschoolers.

Learning outcomes

This training course is designed to help teachers:

1. Understand the concept of well-being as well as identify and describe the three learner domains: emotional domain, cognitive domain, physical domain.
2. Discuss unique concerns of students age group regarding the three domains, as well as strategies to overcome these concerns
3. Identify strategies to differentiate teaching strategies considering the unique concerns of middle schoolers versus high schoolers.
4. Recognize why and how different age groups require different teaching methodologies concerning the three well-being learner domains.

Activities

1. Brainstorm and discuss the meaning of "well-being" and its three domains.
2. Identify specific characteristics and concerns of working with students in grades 5 and 6, 7 and 8, 9 and 10, 11 and 12, while working in groups.
3. Share findings to the whole group and discuss implications for teaching methodologies.
4. Identify and share strategies to address the concerns pinpointed.
5. Present findings to the other training members.

Assessment: Presentation of findings to group members showing understating of what learn well-being means and what the domains are.

Materials

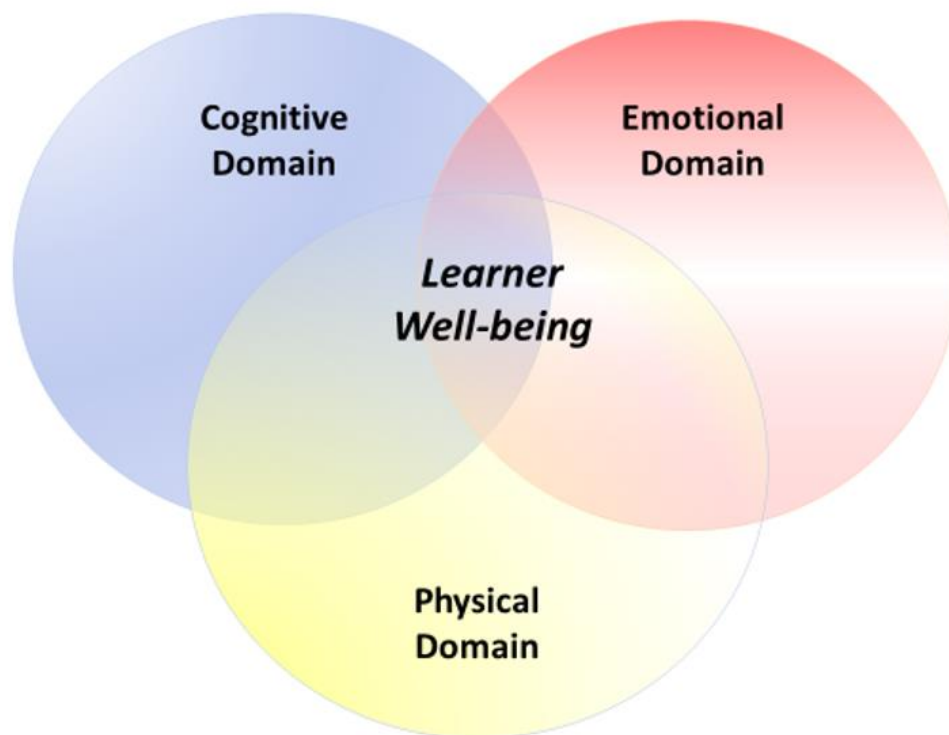
Follow-up

Follow up!

Did you address any of the issues that we brainstormed in our last session: Classroom Management? If you, please share.

Teaching EFL to Middle vs. Highschoolers





MIDDLE SCHOOL		
Domains	5 th and 6 th graders Concerns unique to these grades	7 th and 8 th graders Concerns unique to these grades
Cognitive		
Emotional		
Physical		

HIGH SCHOOL		
Domains	9 th and 10 th graders Concerns unique to these grades	11 th and 12 th graders Concerns unique to these grades
Cognitive		
Emotional		
Physical		

Compare-Contrast

Comparing and contrasting middle and high school domains

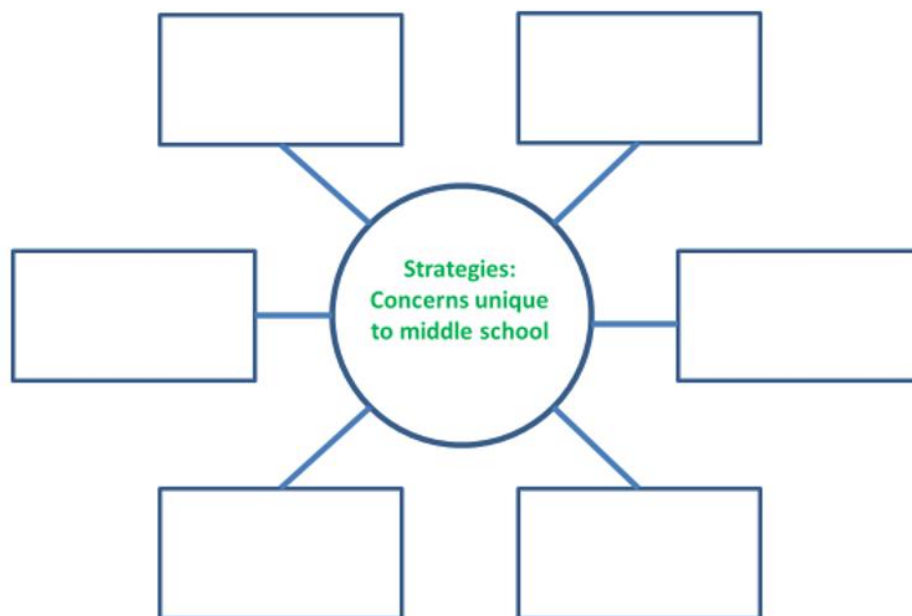
Working together with your colleagues, complete your respective tables (middle and high school)

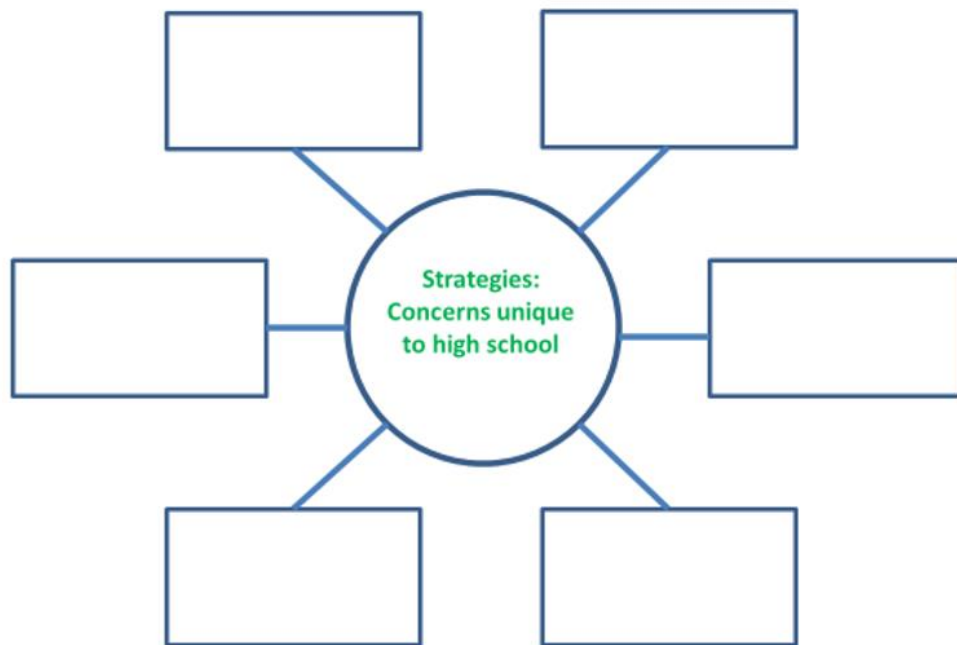
When finished, you will report the content in your table to the rest of the class.

Comparing and contrasting middle and high school

Let's look at the two tables and identify the points of overlap, or similarities, between middle and high school.

Now, let's look for differences, or characteristics unique to middle and high school.





Implementation

1. Choose at least one either middle or high school strategy that we brainstormed today and apply it to your English classroom.
2. Be prepared to share it at the beginning of our next Focus Group, July 2nd.



Training Session: Effective Coaching Practices

Objectives: Learn the process of coaching with all its components as well as the role and strategies that a coach should implement for successful coaching.

Learning outcomes

This training course is designed to help teachers:

1. Differentiate between coaching and training
2. Understand the concept of coaching and the components of this 3-step process.
3. Differentiate among the effective coaching practices.
4. Understand how to apply the strategies for effective coaching practices.
5. Recognize fidelity of coaching as a crucial part of effective coaching practice.

Activities

1. Discuss:
 - a. the meaning of coaching and related concepts
 - b. barriers to effective coaching, and the logic of coaching for effective coaching practices
 - c. the four effective coaching practices.
2. Evaluate a coaching scenario in terms of effectiveness regarding the four effective practices.
3. Present strategies for effective coaching practices based on practical scenario

Assessment

Presentation of findings regarding analysis of coaching scenario regarding successful implementation of the four effective coaching practices.

Materials

Effective Coaching Practice

What is Coaching?

- A form of professional development for teachers who work in the kindergarten through 12th grade settings.

American Institute of Research, 2017

Training vs. Coaching



Training: Leads to improved knowledge and skills in teachers, but not increased use of the practice in the classroom



Coaching: Leads to increased implementation of the practice with students – 80-95% use of the practice in the classroom.

Pierce, 2017

The logic of Coaching to improve teaching and student learning

When coaches use effective practices

Teacher practice will increase

Leading to improved student outcomes.

Pierce, 2017

Some barriers to effective Coaching



Communication about the purpose of coaching: administrators do not communicate the purpose of Coaching to teachers, which causes them not to trust the process



Formal preparation programs for coaches: If coaches are not formally prepared, they have to figure out how to coach on their own.



Scope of responsibilities: When coaches engage in practices that are not connected to improved teaching practice.

Pierce, 2017

4 Effective Coaching Practices

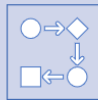


Pierce, 2017

The practices are implemented through a 3-Step Process



Step 1- Pre-Observation Meeting: Alliance Building Strategies (asking open-ended questions about a teaching/learning goal)



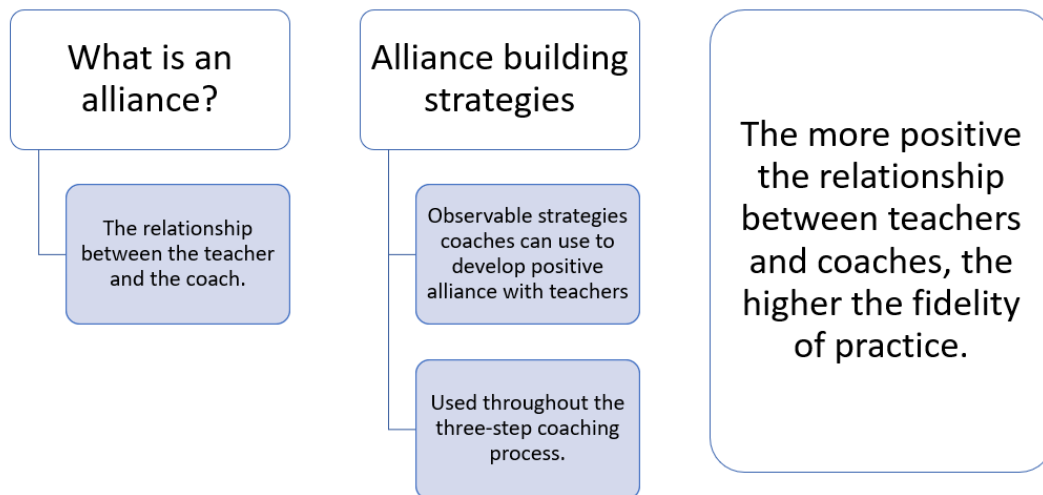
Step 2- Observation in the Classroom (modeling and performance feedback if needed)



Step 3- Post-observation Meeting (Alliance building, performance feedback)

Pierce, 2017

Effective Coaching Practice 1: Use of alliance building strategies



Pierce, 2017

What can coaches do to have a positive relationship with their teachers?



Pierce, 2017

3 Alliance building strategies

1. Interpersonal skills

- Effective communication, building trust and using nonevaluative language:
 - Summarize: What I understand from your comment is...
 - Open-ended questions: Can you tell me more about that?
 - Affirm difficulty of change: This is really difficult!
 - Nonevaluative language: Coaching is about supporting your teaching practice, not about evaluating how you teach.

Pierce, 2017

3 Alliance building strategies

2. Collaboration

- Let teachers know that the priority is meeting the teachers' goals and needs. Coaching is a team effort to improve teaching practice. We work together!
- How?
 - Refer to past accomplishments: Last week you hoped to accomplish...
 - Refer to current goal
 - Help teachers progress toward goals: Let's talk about what we will do to achieve the goal
 - Convey that improving teaching is teamwork: we can work together to achieve it.

Pierce, 2017

3 Alliance building strategies

3. Expertise

- Show that you have the capacity to provide support to teachers on the selected topic.
- How?
 - Refer to effective teaching practices: Learners who struggle with pronunciation benefit from systematic opportunities to practice....
 - Show deep content area knowledge: When know that effective pronunciation instruction focuses on...
 - Explain concepts concisely in a manner that is easy to understand.

Pierce, 2017

Practice

Maria just began coaching Antonia. Many of Antonia's students are not proficient in English. Maria would like to refocus the coaching session to target this issue and work on Antonia's vocabulary instruction.

Maria wants to gently help Antonia shift to vocabulary as a goal area. She wants to ask open-ended questions during their upcoming pre-observation meeting.

If you were Maria, what type of alliance building strategies would you use with Antonia? You want to build a positive relationship with her.

Pierce, 2017

Examples of open-ended questions that Maria could ask

What are some challenges your students have with vocabulary?

Thinking about your coaching practice, what has worked well with students with vocabulary challenges?

If you could pinpoint a goal related to vocabulary instruction, what would that goal be?

Remember to communicate that coaching is teamwork!

Pierce, 2017

Effective Coaching Practice 2: Observation

Coach
observes while
teacher
implements
practice.

- As a coach you must observe to develop a clear understanding on how the teacher's practice affect student learning.

Pierce, 2017

Effective Coaching Practice 3: Modeling

Coaches use modeling, if needed, to show a teacher how to use a practice correctly.

It is important when teachers have used the practice incorrectly or have not used it at all.

Pierce, 2017

Maria's adjustments to her coaching practice

She needs to better position herself in the classroom.

She notices that Antonia seems to struggle when trying to implement a specific vocabulary practice.

She decides that she needs to model the vocabulary practice so that the teacher can observe.
Easier said than done, right?

Maria worries that she can't just start modeling out of the blue. This might negatively influence their relationship.

How do you think Maria should approach this situation?

Pierce, 2017

Maria's strategies

Emphasize alliance building strategies by affirming the difficulty of change through open-ended questions:

- We've talked about this vocabulary practice in the past, but using it can be tricky.
- What do you think about using the practice with students?
- I wonder if I might try out the practice with your students one day. That would help us both understand how students respond to the practice. What are your thoughts about that?

Pierce, 2017

Effective Coaching Practice 4: High quality performance feedback

What?

- Coach provides data on the teachers' use of the practice of interest.

Why?

- Feedback is important to help improve the teaching/learning process.

How?

- Descriptive and linked to student learning.

Pierce, 2017

Characteristics of descriptive performance feedback

Specific

Positive

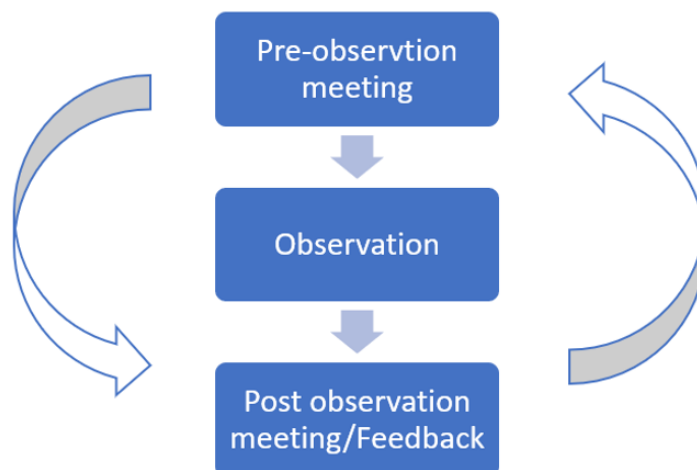
Timely

Corrective if needed

Performance feedback is not about what the coach likes! It is about what the teacher does and how it affects student learning.

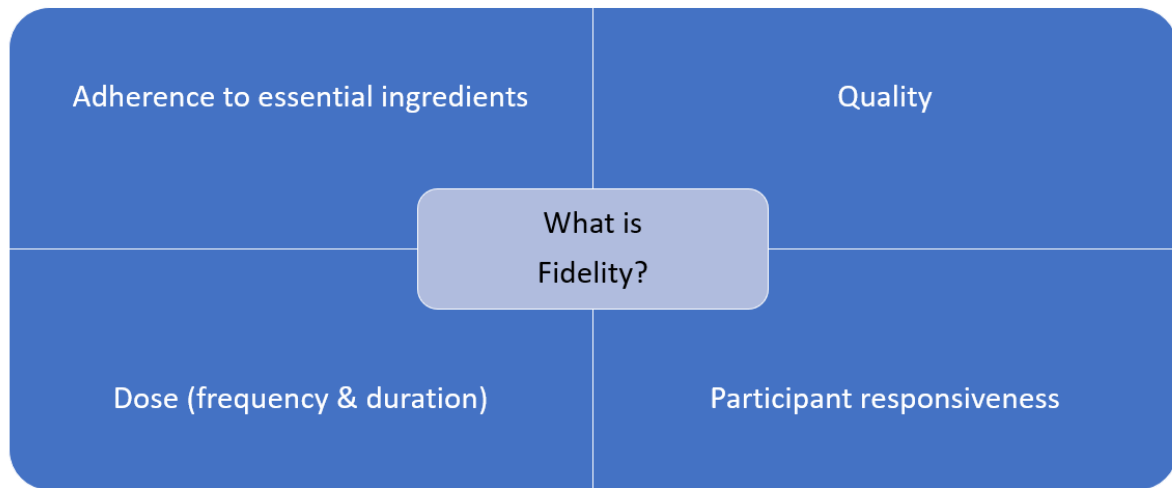
Pierce, 2017

Applying effective coaching practice in the 3-step process



Pierce, 2017

Measuring Coaching Fidelity



Pierce, 2017

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