INTRODUCTION

Many first time learners are faced with challenges in learning a second language. This can include many different variables, among which are motivation (intrinsic and extrinsic), lack of orientation, self-confidence, interest and practical goals/objectives. However, lack of orientation, self-confidence, interest and practical objectives are all intertwined with the broader issue, which is motivation, either intrinsic or extrinsic, and therefore they can be grouped and referred to simultaneously as aspects of motivation. The focus of this paper is on the relationship between students’ needs, interests, goals and expectations towards learning EFL and teachers’ roles as motivators. There is an extensive body of literature addressing the issue of students’ motivation in the classroom. My primary intention is to refer to the main authors that have done research on this field, coming up with the most important theories and thoughts, as well as some of the most controversial ones and see how they can be applied in the Cape Verdan context.

Accounting for my own experience, though brief, as a teacher at Domingos Ramos high school and the experiences of other teachers, comments from students suggest that besides the basic fear that all students have when learning a foreign language (language ego), which prevents them from using it in the class, students also show a strong pessimism towards learning the English language. These common statements include, “I can’t make it!” “It’s no use trying!” “English is too difficult!” “I don’t feel like speaking!” “I will never be able to speak English!” and so on. These comments inevitably lead one to think that these students have low intrinsic or extrinsic motivation to learn English. Whatever the case may be, a basic truth is that students, who are not motivated to learn, do not learn.

Unfortunately, there is no magic bullet for motivating students. Many factors influence students’ motivation to learn: interest in the subject matter, perception of its usefulness, general desire to attain, self-confidence and self-esteem, as well as patience and persistence (Bligh, 1971; Sass, 1989 as cited in Davis 1999). It is also important to take into account that not all students are
motivated by the same values, needs, desires, or wants. Some students may be motivated by the approval of others (peer acceptance), some by defeating challenges, while others seem naturally excited about learning. However, many students need or expect their teachers to inspire, challenge, and stimulate them. Ericksen stated that, “effective learning in the classroom depends on the teacher’s ability ... to maintain the interest that brought students to the course in the first place” (1978 p. 3). Whatever level of motivation students bring to the classroom will be converted, for better or worse, by what happens in that classroom.

Thus this paper will attempt to address this issue by asking the following thesis question: what is the relationship between students’ needs, interests, goals and expectations to learn English as a foreign language and the teachers’ roles as facilitators and motivators? With this question in mind, I will be focusing on intrinsic and extrinsic motivation for first time learners as they affect learning and try to discover whether or not Cape Verdean students at this level fall in the category of those who are motivated by extrinsic rewards rather than those who are called intrinsically motivated students.

The main objective of this study is to find out what are Cape Verdean first time learners attitudes, expectations and priorities towards learning EFL and what the teachers do or can do to meet the students needs and interests. I plan to carry out this study with regard to the following specific objectives:

- define intrinsic and extrinsic motivators, and explain how they are used to increase motivation and which are found to be the most effective ones;
- compare intrinsic and extrinsic motivation and explain how they affect foreign language learning regarding first time learners in the Cape Verden context;
- identify the level of motivation that the students bring into the English classroom, their expectations, interests and goals;
- develop strategies that grab students’ attention and maintain their involvement in the learning situation.

As educators, it is our duty to seek ways to motivate our students in order to promote a personal interest towards the English language. What often happens in the foreign language classroom is
that students are expected to learn the language whether they are interested in learning it or not. Therefore, it is necessary to take into consideration what students’ attitudes towards the subject are, what their perceived challenges are, and what they would consider as helpful for them to learn the language. In summary, it is important to consider what their needs and interests are. In this way, we as teachers can make our lessons more of a science than a hit or miss attempt at education, and certainly, more enjoyable for our students.
CHAPTER I
LEARNING ENGLISH IN CAPE VERDEAN HIGH SCHOOLS

1.1 An Overview

Before discussing the motivational strategies that work better with Cape Verdel students learning English for the first time, it is imperative to know the importance of the English language in the Cape Verdel context as a whole and more specifically in the way it is applied inside the Cape Verdel educational system. Therefore, this chapter aims at giving the necessary basis for a better understanding of the problem of motivation concerning the students who are learning EFL for the first time.

Unlike Portuguese which is a second language in Cape Verde and is taught in schools from the very first year students go to school and throughout their scholastic life and which students are exposed to in their daily lives in television, radio and newspaper, English is a foreign language which students generally have their first contact with at a public school when they go to high school for the first time. That implies that students have their first contact with English at the age between 12 and 14 which seems somewhat unreasonable considering the increasing importance that the English language has been gaining in the world in the areas of communication, business and economy, not to mention the new technologies of information. Moreover, English is spoken by approximately 375 million people as their first or second language and by more than 750 million people as a foreign language which makes it one of the most widely spoken languages in the world. This is to show the dimension that the English language has acquired in the world, and its pressure is evident in Cape Verde.
At the level of information and academic resources, most publications over a variety of areas of study are only available in the English language. Parents and schools are aware of the increasing importance of the English language in the world in general and more specifically to Cape Verde as a developing country. Wanting the best for their children, Cape Verdean parents generally encourage them to learn English at a very early age and to choose English when they go to high school for the first time, since they have to choose between English and French. Many students are also aware of the importance of the English language in the world at various domains and, early before having their first contact with the language they start to generate objectives toward learning. At the same time they start to build up an intrinsic motivation directed at the language and create personal expectations and goals for learning.

1.2 The Amount of Exposure to English in the Cape Verden Educational System

The Cape Verden Educational System designed for secondary schools is comprised of six years of teaching/learning divided in three cycles (levels of learning) which gives students a maximum exposure to the English language of six years if students choose to study English first in the seventh grade first cycle and again in the eleventh grade third cycle, since the language is optional in both cycles. If they choose French in the seventh grade first cycle they will have to learn English in the ninth grade second cycle. If they wish to keep learning English after that, they can choose again in the eleventh grade third cycle. The following table illustrates this scheme:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Cycle</th>
<th>Hours a week</th>
<th>Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th and 8th</td>
<td>1st</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9th and 10th</td>
<td>2nd</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11th and 12th</td>
<td>3rd</td>
<td>4</td>
<td>Humanistic</td>
</tr>
<tr>
<td>11th and 12th</td>
<td>3rd</td>
<td>3</td>
<td>Economic &amp; Social</td>
</tr>
<tr>
<td>11th and 12th</td>
<td>3rd</td>
<td>3</td>
<td>Science &amp; Technology</td>
</tr>
<tr>
<td>11th and 12th</td>
<td>3rd</td>
<td>3</td>
<td>Science &amp; Technology + Arts</td>
</tr>
</tbody>
</table>
The two earliest school years, seventh and eighth grades, provide a greater amount of hours per week, hence, a greater exposure to English. That means that the Ministry of Education recognizes that students learning English for the first time need to be provided with a greater contact with English in order to build sufficient background that will enable them to, at least, build up a language competence and awareness to succeed in the following cycles.

1.3 The Teachers’ Characteristics

Students’ motivation to keep learning English after the first year and throughout the following years of secondary school can highly depend on the teacher’s ability to maintain the initial interest that brought the students into the English classroom. In this context, a major importance can be attributed to the teachers’ qualifications in the area of English teaching. Teachers need to know and implement teaching techniques and strategies that promote effective learning at the level of the students while at the same time developing interest in the subject matter with materials that are relevant to students’ lives and which challenge their knowledge.

According to data from the Anuário Estatístico, 2005 of the Ministry of Education, for the school year 2004/2005, which was the latest available when I was writing this paper, the total number of qualified teachers teaching in Cape Verde was 206. This is illustrated in the following table:

<table>
<thead>
<tr>
<th>Degree of Qualification</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree / Post Graduated Course</td>
<td>2</td>
</tr>
<tr>
<td>Degree of Licenciatura</td>
<td>79</td>
</tr>
<tr>
<td>Degree of Bacharelato</td>
<td>63</td>
</tr>
<tr>
<td>Degree of Licenciatura (incomplete)</td>
<td>36</td>
</tr>
<tr>
<td>Degree of Bacharelato (incomplete)</td>
<td>4</td>
</tr>
<tr>
<td>Technical and Vocational Course</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>21</td>
</tr>
</tbody>
</table>

The table shows that most teachers are qualified or pursue some kind of pedagogical practice. This is a good indicator that they have knowledge of effective classroom teaching techniques.
1.4 The Students’ Characteristics

Considering the fact that English is a foreign language in Cape Verde, when talking about students learning English for the first time, a typical situation that can be observed in the English classrooms is the one in which the teacher teaches and the students learn. Students generally regard their teachers as the only and the highest authority in the English classroom, so even if the teacher commits mistakes they will not notice. In short, the students who are learning English for the first time occasionally demonstrate a passive attitude towards the tasks and despite being highly motivated to learn they lack independence. Besides, if we take into account that their family, educational, social and economic backgrounds are very distinct since they can come from diverse contexts within their communities, we can say that there is a variety of learning styles that meet in the same classroom. That is one of the reasons why teachers need to have the capacity to deal with such variables and one of the ways is the pedagogical training.
CHAPTER II
MOTIVATION AND CLASSROOM LEARNING

2.1 An Overview

Is motivation something innate that is born within us and can be aroused and stimulated by reinforcement external to the learning task? Is it something linked to the learning process itself? Or is it a combination of both? Keeping these central questions in mind, I will discuss throughout this paper what the difference is between intrinsic and extrinsic motivation, the main theories that support each of the two views and find out how Cape Verdean students learning English for the first time fit in the two categories. I will also refer to the strategies that Cape Verdean teachers have been using addressing each type of motivation and refer to effectiveness or non-effectiveness of those strategies in motivating students to learn English.

2.2 The Importance of Motivation

Experienced teachers understand that it is essential to keep students motivated in order to achieve the best learning results as possible (Weibelzahl & Kelly, n.d.). Motivation is a widely used variable in many educational and other studies. While it is difficult to define in words, the following simple description captures its essence:

Motivation involves the internal processes that give behaviour its energy and direction. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behaviour in multiple ways such as starting, sustaining, intensifying, focusing, and stopping it. (Reeve, 1996, p. 2)

Motivation to learn is based on intrinsic motivation, extrinsic motivation, goal orientation, and the student’s level of involvement in learning tasks (Woolfolk, 2001 as cited in Merlin, 2003, p.
7). Most motivation theorists assume that motivation is implicated in the performance of all learned responses; that is, a learned behaviour will not happen unless it is energized.

### 2.3 Intrinsic Versus Extrinsic Motivation

Individuals are said to be driven to act for extrinsic reasons when they anticipate some kind of tangible reward, such as recognition, gold stars or, in the case of the students, good grades. These rewards are called extrinsic because they are unrelated to the action. In effect, the activity becomes a means to an end. By contrast, individuals are said to be intrinsically motivated when they engage in activities for their own sake. In this instance, the rewards reside in the actions themselves, making the actions their own reinforcement. In short, in the case of intrinsic motivation, the repetition of an action does not depend as much on some external incentive but on the satisfaction derived from overcoming a personal challenge, learning something new, or discovering things of personal interest.

The distinction between the two types of motivation is worth keeping in mind for two reasons. First, most theories of motivation tend to rely on one or the other or a combination of the two attempting to explain the why of human behaviour. Both intrinsic and extrinsic motivation are essential to a complete understanding of why we do the things we do. Second, when studying how to influence human behaviour we should recognize that neither an intrinsic nor an extrinsic strategy is better than the other, but both have their uses and limitations (Kolesnik, 1978 p.7). Although intrinsic methods might work well with some students, extrinsic techniques might be more productive with others. Moreover, intrinsic and extrinsic strategies might differ widely in their effects. For example, while extrinsic motivation might seem to be more useful in coming up with immediate observable outcomes, intrinsic strategies bring benefits in the long term that might be far more desirable (Kolesnik, 1978 p. 7). That in turn will keep students more involved in the tasks at present and prepare them to better deal with the difficulties and obstacles they might face in the future. Studies of intrinsic motivation have related high levels of interest to valuing, engaging in and persisting at a specific task (Lepper & Hodell, 1989).
For instance, when psychologists speak of motivation, they typically refer to the reasons why individuals are stimulated to act. Although student motivation has to do with students’ desire to participate in the learning process it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. A student who is intrinsically motivated accepts an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes (Lepper, 1988). An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades or teacher approval. The first view is supported by the humanistic theories of motivation which stresses the need for personal growth or development and places a great deal of importance on the concept of “total person” grounded in the premise that people want to fulfill their total potential as human beings (Chapter Outline, n.d.), and the cognitive theory of motivation, which explains motivation in terms of a person’s continued search for meaning and satisfaction in life (Kolesnik, 1978, p. 8). On the other hand, behaviourist theory relies much more heavily on incentives (Kolesnik, 1978, p. 76), thus supporting the second view. Incentives are directly related to reinforcement, which is responsible for behaviour modification. A reinforcer is, in simple terms an event that occurs after behaviour and causes its repetition. One of the key ideas of behaviour modification is that behaviour is fashioned by its consequences. Thus, from the behavioural point of view, the most effective way (and possibly, the only effective way) to arouse and sustain students’ interests and to motivate them to engage in a task is to reward their wanted behaviour or to offer them some sort of incentive. One of the most important functions of a teacher is, therefore, to provide suitable reinforcement. However, the line between intrinsic and extrinsic motivation is not always clear.

Most of the things that we do cannot be neatly categorized as either intrinsically or extrinsically motivated. Most human behaviour involves a combination of the two…. Consequently, there is no dichotomy between interests and incentives in classroom motivation. Teachers are well advised to think of the two, not in either/or terms but as complementing one another. (Avila and Purkey, 1971 as cited in Kolesnik, 1978 p. 180).

That is to say that, as teachers, we should not rely only on one type of motivation with regard to the things we do in the classroom towards our students. Sometimes we need to use external reinforcements and other times we have to appeal to students’ willingness to learn for his/her own
sake by emphasizing the interest on the task itself. Nevertheless, the most important thing we can do is to avoid the overuse of one type of motivation and try to balance the two.

2.4. Theories That Support Intrinsic Motivation

For generations, observers have applauded the virtues of learning for its own sake not only because of the rewards of personal growth or improved welfare, but also because intrinsically based learning promotes better and more efficient learning. For example, intrinsically motivated students are more likely to employ “deep-level, sophisticated study strategies in their work” than extrinsically driven students (Ames & Archer, 1988 as cited in Covington, 2000, p 143). At the same time, experts also show some pessimism toward the issue of encouraging intrinsic engagement in a world dominated by extrinsic rewards (e.g., Kohn, 1993 as cited in Covington 2000 p. 143). According to Covington (2000) there is a potentially destructive impact of external rewards on the will to learn for its own sake. First, there is a standpoint that once these rewards are no longer available, students will show little or no inclination to continue in their studies (Covington, 1998 as cited in Covington 2000, p. 144). Second, there is the possibility that offering rewards to students for doing what already interests them may, in turn, undermine personal involvement in the task. For example, if a teacher tries to encourage intrinsic tendencies by praising students for doing a task they enjoy doing, then paradoxically, these interests may in turn be discouraged. This phenomenon is called overjustification effect (Lepper, Greene, & Nisbett, 1973). One interpretation is that such discouragement happens because the value of an activity that is already seen as justified becomes doubtful when additional rewards are offered for doing it – hence the term overjustification – so that the individual thinks, “If someone is rewarding me for doing this, then it must not be worth doing for its own sake.” However, there is also research that demonstrates that not all extrinsic motivation is damaging to intrinsic motivation. In fact, sometimes extrinsic motivation complements or increases intrinsic motivation (Rigby et al., 1992 as cited in Merlin, 2003). For example, if the students do not initially show interest in the subject matter and an external motivator is used attempting to respond to the less intrinsic motivating task, then there was nothing for the extrinsic motivator to undermine since the students felt no intrinsic motivation to complete the task in the first place (Deci, Koestner &Ryan, 2001 as cited in Merlin 2003).
Intrinsic motivation is mostly supported by the humanistic theories and the cognitive theories. For each, I will refer to one view that I consider to be more relevant to this study: the self-determination theory and the goal setting theory respectively. Self-determination theory developed by Edward Deci and Richard Ryan in 1985 focuses on the importance of intrinsic motivation in conducting human behaviour. It is based on the argument that individuals pursue self-determined goals to satisfy their basic psychological needs to solve problems independently, interact socially and master tasks.

According to self determination theory, the major factors that promote motivation and development are “autonomy, competence feedback, and relatedness” (Motivation, n.d). Autonomy refers in short to “desires or needs for feeling a sense of internal control and freedom for choices and actions” (Pintrich & Schunk, 2002, p. 258 as cited in Merlin 2003). Moreover, teachers who promote autonomy in their students enable them to make their own choices and have some control over the nature of work. They invite their students to ask questions, think critically and set up their own projects. Students will then feel free to explore, take initiative and develop and employ solutions for their problems. Students experience competence when challenged and given opportune feedback. One feels competent if one works to accomplish a challenging task and works effectively within one’s environment (Ryan & Powelson, 1991; Brophy, 1998, p. 7 as cited in Merlin, 2003). Relatedness involves developing pleasant emotional or personal connections with others (Anderman & Midgley, 1998; Ryan & Powelson, 1991 as cited in Merlin, 2003). Students experience relatedness when they see others listening and responding to them. Ryan and Powelson (as cited in Stipek, 1996 as cited in Merlin, 2003) have also shown that students’ feelings of belonging in the classroom deeply affect their academic, behavioral and emotional involvement in learning activities. Theorists argue that if a person does not experience autonomy, relatedness, and competence, he or she will not be highly intrinsically motivated (Ryan & Deci, 2002 as cited in Merlin, 2003).

Unlike self-determination theory, which focuses on the individual toward the goals, goal setting theory focuses on the goals themselves and their relevance toward the individual. Developed by Edward Locke in the 1960’s goal setting theory is based on the notion that individuals sometimes have a determination to reach a clearly defined end state, which is, oftentimes, a reward in itself.
“A goal’s efficiency is affected by three features; proximity, difficulty and specificity” (Motivation, n.d.). Proximity means, the time from the initiation of behaviour to the end state is short. Difficulty suggests a goal should be moderate, neither too hard nor too easy to complete. Specificity concerns the description of the goal in their class. The goal should be objectively defined and clear for the individual. If the students’ goals meet these three requirements, then they are equally more intrinsically motivated and more interested in the task they are involved in, hence they are more likely to perform better.

2.5 Theories That Support Extrinsic Motivation

Extrinsic motivation is mainly supported by behaviorists, who explain motivation in terms of external stimuli and reinforcement (Kolesnik, 1978 p. 77). The physical environment and actions of the teacher are of major importance. The term reinforcement refers to any stimulus (or event or situation) that follows a particular form of behaviour and increases the probability that that behaviour will happen again. In classrooms, behaviorism is most useful for identifying relationships between specific actions by a student and the immediate originators and consequences of the actions. It is less useful for understanding changes in students’ thinking; for this purpose a more cognitive (or thinking-oriented) theory is needed, like the ones described above. This is not a criticism of behaviorism as a theory, but just a clarification of its specific strength or use, which is to emphasize observable relationships among actions, antecedents and consequences.

Behaviorists use particular terms for these relationships which also rely principally on two basic models of behavioural learning, called respondent (or “classical”) conditioning and operant conditioning. Although they are very similar and closely related, operant conditioning should not be confused with respondent conditioning which is exemplified by Pavlov’s famous experiment in which a dog was conditioned to salivate in response to a bell. Respondent conditioning involves the substitution of one stimulus (the bell) for another (meat) and the formation of a conditioned response. It explains much of our involuntary behaviour. Through respondent conditioning, for example, we can learn to like or dislike a particular melody or aroma as a result of pleasant or unpleasant events with which we associate it. In relation to classrooms, respondent
conditioning can be exemplified in a situation where a teacher offers the same incentives every time he asks his students to do one type of task and the students show enthusiasm about the task and are truly involved. Then, when the teacher stops offering those incentives or replaces them for other less pleasing ones the students’ involvement starts to decrease. That happens because students associated the type of task employed with those specific rewards. Once they are no longer available or they are replaced, students’ motivation will naturally and involuntarily drop off. Operant conditioning (identified with Skinner) is more useful to explain our voluntary behaviour and is substantially more relevant to the problems of motivation (Blackman and Silberman 1975, as cited in Kolesnik, 1978, p. 77). In schools today, many teachers use the behavioural learning theory to manage their classrooms. Their students’ behaviour is always either encouraged with candy or some other reward, or is discouraged through punishment or the removal of rewards. The students have no intrinsic desire to complete tasks and quickly learn to focus on extrinsic reward rather than the ultimate goal of the teacher: the learning. Rather than fostering autonomy in these students, the teacher gives them a poorer lesson: rely on other people and things to motivate them to be successful. Rewards are most effective on a short-term basis, so for a desired behaviour to persist in the long-term, it is generally necessary to maintain the rewards.

2.6 Goals, Interest and Needs

If the reasons that underlie students’ behaviour are to be understood, then their goals and interests must be known. Goals are an anticipated outcome that demand action and satisfy needs, directing behaviour towards outcomes that individuals would like to achieve (Ford, 1992; Pervin 1983 as cited in Wentzel 1998, p. 202). Interest in activities tends to increase the likelihood that individuals set goals related to that activity and dedicate time and effort to reach them (Bandura, 1986; Renninger, Hidi & Krapp, 1992 as cited in Wentzel 1998, p. 202).

According to Locke and Latham (1994) in relation to students’ goals, three concepts must be distinguished: “1) mastery goal orientation, 2) performance goal orientation and 3) social goal orientation. The first represents desires to obtain results derived from the learning process itself, e.g., “feelings of satisfaction and competence and their own intellectual development” (Wentzel,
1998, p. 202). The second represents desires to perform better than others or to achieve results derived from personal expectations regarding the consequences of involvement in the task, for example, “gaining positive judgements or avoiding negative judgements of the self” (Wentzel, 1998, p. 202). The third is defined as self reported efforts to behave according to the so-called socially responsible ways. The aim is to achieve a particular social outcome, e.g., the pursuit of academic goals to learn and get good grades, the development of pleasing forms of classroom behaviour and academic performance. Pursuit of prosocial and social responsibility goals also explains, in part, significant links between peer acceptance and school performance (Wentzel, 1998 p. 202). Cape Verdean students learning English for the first time, like any other students, are driven by these three types of goals. Perhaps by one more than others; that depends on the individual characteristics of each student. Some students want to learn English for self-satisfaction, others want to impress their classmates and teachers and others want to please their teachers, parents or any other person that exerts a significant influence on them. This, I believe is the most common case when we are looking at students learning a foreign language in Cape Verdean high schools.

Research also shows that students are more engaged in learning when they are active and have some choice and control over the learning process, and the curriculum is individualized, authentic, and related to their interests (Anderman & Midgley, 1998). Students are rarely invited to become active participants in their own education. Obstacles to giving students more choice fall into three categories: structural impediments from the school system, teacher resistance, and student resistance (Kohn, 1993). Therefore, English teachers should be flexible and imaginative enough in order to find ways to make their lessons more relevant for students and whenever it is possible, to bring their social reality into the classroom.

In this line of thought, Eccles (1983) suggests that in some situations an individual’s interpretations of events shape his/her actions more powerfully than the events themselves. Weinstein (1989) emphasizes the importance of student perceptions as a “missing link” in understanding students’ motivation and success. “It is only recently that we have come to appreciate that children are active interpreters of the classroom reality, as of any social reality, and not simply passive recipients of instruction.” (Weinstein, 1989, p. 190). What often happens
Motivating Students to Learn English

The role of personal interest in this equation is especially worth mentioning. John Dewey (1975 as cited in Kolesnik, 1978) conceives a humanistic standpoint of interest as chiefly a form of self-expression. To him, the concepts of personal growth or development and interest are almost undividable. Interest does not necessarily imply pleasure or entertainment; instead the main point is the identification of one’s self with some end, goal, or purpose and with an activity that serves as a means to that end. Anything that is initially neutral or even repulsive to an individual becomes a matter of interest when it is perceived as a means to some desired end. According to Dewey, any impulse, habit, or experience that generates a purpose and has enough force to move a person towards its fulfilment becomes an interest. With regard to education, Dewey rejects the traditional principle of trying to make schoolwork interesting by the use of what he called “external attractions” as well as the idea that teachers should first select the subject matter to be learned and then try to develop the students’ interest in it. Instead of having teachers try to make subject matter interesting, Dewey preferred to have them teach a subject matter that is already interesting to the students. In other words he recommended that the subject matter be selected in relation to the students’ present experiences, abilities, needs, concerns and problems. He believed that the material should be presented in a way that enables the students to appreciate its value, and establish relationship with something they already consider to be relevant (Kolesnik, 1978, p. 183). This is, in my point of view, one of the weaknesses of the curriculum conceived in the teaching of English in the Cape Verdean high schools, as well as the materials adopted for the process.

The curriculum, at least for the first cycle, does not foster learning English for communication, rather it proposes the learning of grammatical functions on a given topic. No one learns a language only by learning its grammatical structure. Language is about speaking, about using, about interaction. Moreover the textbook if adopted, if and when it is available, does not include things that are interesting for students, things that they know and can establish a relation with. When I say “things” I want to refer to people, animals, institutions, etc, that students can find in
their daily lives. Since English is not our second language but, rather a foreign language, the curriculum should foster the teaching of English for communication at the very first time students start to learn the language. Students do not have the opportunity to use the language in the social context; most of them only have contact with English in the classroom for fifty minutes three or four times a week. Thus, the amount of exposure is not enough to develop a language awareness, which could lead to effective communication in a given context. Therefore, when the lessons taught and the materials presented in the textbooks, and other aids are not attractive and students perceive that what they are learning is not meaningful to their lives they lose interest. According to Dewey, interest is valid in education only when it fosters the students’ development. Whatever the individual perceives as contributing to his development or to the attainment of his goals is interesting and need not be artificially made so (Dewey, 1975 as cited in Kolesnik, 1978). Once again, the materials presented should be conceived to match the students’ needs. Otherwise the materials will not have any importance for the students.

In current literature, needs are now viewed as dispositions directed to action (i.e., they create a condition that is predisposed towards taking action or making a change and moving in a certain direction). Action or behaviour may be initiated by either positive or negative incentives or a combination of both. An interesting model to discuss the issue of students needs is Maslow’s hierarchy of human needs. Maslow (1943) developed a theory that consists of the satisfaction of five hierarchical needs. They are quoted and taught so widely now that many people perceive this model as the definitive set of needs and do not look further (Maslow’s Hierarchy, 2007). The lower the needs in the hierarchy, the more fundamental they are and the more a person will tend to abandon the higher needs in order to pay attention to sufficiently meeting the lower needs. The needs are divided between basic needs (1, 2, 3 and 4) and growth needs (5). The first need is physiological needs that deal with the maintenance of the human body; if we are ill, then little else matters until we recover. The second need is safety needs that are about having a roof over our heads that keeps us from harm. If we are rich, strong and powerful, or have good friends, we can make ourselves safe. The third need is belonging needs that introduce our tribal nature. If we are helpful and kind to others they will want us as friends. The fourth need is esteem needs that are for a higher position within a group, i.e., if people respect us, we have greater power. Finally
the fifth need, the self-actualization needs are to ‘become what we are capable of becoming’, which would be our greatest triumph (Maslow’s Hierarchy, 1998).

Despite the intrinsic features it conveys, Maslow’s hierarchy of human needs also implies a relationship with extrinsic motivation. How? If an individual struggles towards the satisfaction of his lower needs attempting to reach the following level and thus acting for his own sake, one cannot ignore the existence of external influences that will facilitate that struggle. A classical example of this is: a student who is sent to school hungry. This student will not pay attention to what happens around him/her in the classroom until s/he satisfies that physiological need. If the teacher or colleagues perceive that the student has that physiological need to be satisfied and offer to help him in some way (extrinsic motivation), once the need has been satisfied the student will be placing importance towards reaching others goals looking upon the next level of the needs hierarchy.

2.6.1 Maslow’s Hierarchy Applied in the English Classroom

Schools have long become conscious that if students’ basic needs are not satisfied student performance will decrease. The arrival of free breakfast and lunch programs were a direct result of such considerations. Unfortunately, these measures address only part of the first level of Maslow’s theory; physiological needs. Addressing basic physiological needs is still a key concern in today’s classroom. Lack of good nutrition, personal hygiene and even sleep affect many of today’s students. In lower socioeconomic areas these concerns are even more accentuated. These basic needs must be met before the student can reach the next level (Maslow’s Hierarchy, 1998). How can teachers help? Certainly, it is not our job to do so. We cannot feed our students; at least, not all of them. However we can offer emotional support and that can be very helpful to minimize damages.

Student safety needs play a critical role in achieving student success. The need for a structured and safe classroom is crucial for student growth and progression. A structured classroom provides psychological safety for the student. By having knowledge of openly defined and established processes, procedures, rules and practices one can eliminate students’ fear of the
unknown. By gaining knowledge of the expected dynamics of the classroom the student gains more control of their environment simply by being aware of what is going to happen before it happens (Maslow’s Hierarchy, 1998).

A safe environment is not limited to physical boundaries. Students must not only feel safe in the classroom physically, but emotionally and psychologically as well. An environment must be provided and maintained where students feel free to take risks – such as answering a question or sharing thoughts without fear of mockery or teasing by other students. Additionally, students must trust that the teacher will not ridicule, use sarcasm, or otherwise shout at the student when answering questions or addressing issues (Maslow’s Hierarchy, 1998). This is something that is very likely to happen in the English classroom where young adolescents, especially first time learners, tend to commit mistakes while trying to speak and see the other students laugh at them which in turn inhibit them from trying to speak subsequently. The student must feel a degree of safety in all aspects of the classroom and school environment before progressing to the next step in Maslow’s theory – belongingness and love needs.

Once at this stage students may perceive the school, the classroom and the entire learning environment as if they were their second home. In this context, peer acceptance plays a critical role. If the student feels accepted among his or her classmates then an emotional support is created which could lead to the satisfaction of the need for love and self-esteem. If, on the contrary, the students feels rejected by his or her colleagues for some reason, then that could be the first step to generate hostility in the classroom, which can contaminate the whole classroom atmosphere. Robert Slavin (2005), in his book, *Educational Psychology* notes that the needs for love and self-esteem may be the most important human needs. The satisfaction of the need for love and self-esteem plays a crucial role in the development of personal growth and personality, thus directly influencing students’ intrinsic motivation. “The student must feel that he/she is important as an individual – that he/she is endearing and is worthy of being loved and cared about” (as cited in Maslow’s Hierarchy, 1998, n.p.). Oftentimes the only time that these attributes are reinforced may be by the teacher at school. Students must be made aware that teachers value them as individuals as well as the work they perform (Maslow’s Hierarchy, 1998). We as teachers must take advantage of each and every opportunity to reinforce each student’s self
esteem in the manner in which we treat them in the classroom. This reinforcement of positive attributes of the student in turn leads to developing respect or a good impression of one’s self. Deci (1992) suggests that interpersonal relationships that provide students with a sense of belongingness can be powerful motivators of children’s interest in school. Once these needs are met, the student may then move to the next level; the need to know and understand. It is at this level that the student is most receptive to learning. Our challenge as teachers, and specifically as English teachers, is to help the student to reach this level.

Despite the fact that the needs strategies discussed in this section are in general meant to be applied in any classroom with students at any level, they also work in the English classroom with first time learners, especially with first time learners. Considering the characteristics of the English language in the Cape Verdean context and the students’, there should be no doubt that the sooner teachers start to design their lessons in relation to students’ needs the better it will be for the students while increasing the likelihood that they will gradually become more motivated learners.

2.7 Impact of Motivation in the English Classroom

Stipek (1988, as cited in Huitt, 2001) suggests there are a variety of reasons why individuals may lack motivation and provides a list of specific behaviours associated with great school performance. I will refer to some of them that I consider to be more relevant to this paper. Firstly students need to pursue a written list of personally important goals. Secondly, students should have positive feelings about present goals or activities. Thirdly they must have enough self-confidence to perform present activities or to attain future goals. Fourthly, they must pursue goals that provide immediate satisfaction after they are attained. Fifthly they should make sure present activities are not related to important goals or interfere with one another. Finally students should be provided with sufficient extrinsic rewards.

Nevertheless, teacher efficiency and commitment is of great importance to foster students’ interest and involvement in learning. “A common belief among effective teachers … is that it is up to them to provide a multitude of tactics to reach students. In essence effective teachers view
themselves as responsible for the success of their students. The effective teacher truly believes that all students can learn.” (Stronge, 2002). Bamburg (1994, n.p.), states that expectations that teachers have for their students and the assumptions they make about students’ potential have a substantial effect on their performances. “Research clearly establishes that teacher expectations do play a significant role in determining how well and how much students learn.” Students’ performances may “rise or fall to the level of their teacher’s expectations for them... When teachers believe in students, students believe in themselves. When those you respect think you can, you think you can too.” (Raffini, 1993 n.p.)

The manners used by teachers to convey their messages to students and establish communication with them are critical to reveal teachers’ expectations towards their students. “In classroom settings, verbal and nonverbal messages occur together – reinforcing, undercutting, emphasizing, regulating, modifying, accenting, complementing, and contradicting each other” (Andersen, 1986, p. 42 as cited in Merlin 2003, p. 9). Therefore teachers must be extremely aware of the meanings of verbal and non-verbal communication, including how they express their attitudes and expectations to their students.

According to Huitt (2001), there is a series of particular activities that teachers can promote to increase motivation on classroom tasks. In general, these fall into the two categories discussed throughout this paper: intrinsic motivation and extrinsic motivation. They are as follows:

<table>
<thead>
<tr>
<th><strong>Intrinsic</strong></th>
<th><strong>Extrinsic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain or show why learning a particular content or skill is important</td>
<td>Provide clear expectations</td>
</tr>
<tr>
<td>Create and/or maintain curiosity</td>
<td>Give corrective feedback</td>
</tr>
<tr>
<td>Provide a variety of activities and sensory stimulations</td>
<td>Provide valuable rewards</td>
</tr>
<tr>
<td>Provide games and simulations</td>
<td>Make rewards available</td>
</tr>
<tr>
<td>Set goals for learning</td>
<td></td>
</tr>
<tr>
<td>Relate learning to student needs</td>
<td></td>
</tr>
<tr>
<td>Help student develop plan of action</td>
<td></td>
</tr>
</tbody>
</table>

In most cases, teachers need to use as much of the intrinsic suggestions as possible while taking into account that not all students will be necessarily motivated by them. The extrinsic suggestions will work, but one must remember that they do so as long as the teacher controls the student.
Once outside of that control, if the ideal goals and behaviours have not been internalized, the learner will end the ideal behaviour and act according to his or her internal principles or to other external factors (Huitt, 2001).

2.8 Motivations & Their Relationships to Needs, Interests and Goals

We talk about intrinsic motivation when the motivation comes from the inside of the individual and the reward for doing an activity resides in the activity itself. On the other hand, we talk about extrinsic motivation when the individual regards the activity as a means to an end, which in turn, is a reward for doing the activity. But neither intrinsic nor intrinsic motivation stands alone. They are derived from needs, interests and goals. They are derived from needs because all individuals have needs and are attracted by activities that they believe can satisfy those needs. If an activity is not regarded as important for one’s needs, then it need not be done. Intrinsic and extrinsic motivation are derived from interests because individuals are stimulated to learn what is relevant for their lives and thus, seen as interesting and worthy. However, while some normally find it pleasurable to do the activity and feel rewarded by doing it for its own sake (intrinsic motivation), others still need an external stimulus or reinforcement to maintain that initial interest that they had in the activity (extrinsic motivation). They are derived from goals because, whenever individuals set goals towards learning they want to achieve those goals (otherwise they would not set them) and the motivation may reside in the achievement of those goals (intrinsic) or in the outcomes that may result from achieving those goals (extrinsic).

It was with this information in mind that I designed the questionnaires and chose my sample to be surveyed. I was interested in finding out whether Cape Verdean students learning English for the first time could be categorized as intrinsically motivated or extrinsically motivated, regarding what they considered to be their goals, interests and needs. Also, as teachers play a vital role in the entire process of learning for students, they were also surveyed in an attempt to find out which pedagogical practices they are using with their students and whether or not these practices have shown effective.
CHAPTER III
METHODOLOGY: THE SURVEY

3.1 An Overview

The methodology I used to fulfill the objectives of this paper followed several steps. First, I collected data from Internet sources and libraries on the main theories and studies that have been done on the field of motivation to build up my literature review. Then I developed questionnaires dealing with students’ educational background, knowledge of language, attitudes, expectations and priorities in respect to learning English. Then I developed a self-analysis motivational activity before giving the questionnaires to assess the level of motivation for first time English language learners. Also, before giving the actual questionnaires I pre-tested it with a chosen sample to check their effectiveness and, after giving the questionnaires and collecting them I analyzed the data collected from a critical point of view.

3.2 The Collection of Data

I collected data through questionnaires from teachers and students in five high schools: Liceu Domingos Ramos, Escola Secundária de Palmarejo, Escola Secundária Amor de Deus, Liceu de Achada Grande, and Escola Secundária Pedro Gomes. Initially, there were six high schools, including Escola Secundária Constantino Semedo in São Filipe, but because the students who responded to the questionnaire were all ninth graders and therefore, did not fit the purposes of this study I naturally discarded the questionnaires applied in that school. All the teachers surveyed teach seventh grade students and are aged twenty to thirty-five with medium-high academic qualifications and two to seven plus years of teaching experience. I was expecting to survey twenty teachers but as they had to be all seventh grade teachers the number decreased
because there are no more than two to three seventh grade teachers teaching in each high school in Praia. The total number of teachers surveyed is eight. All students are seventh graders aged twelve to fourteen and are learning English for the first time in high school.

I chose the above mentioned schools because they are the most representatives in terms of students and teachers’ educational, social and economic backgrounds. Each of these schools has its particularities regarding the students’ characteristics as well as the teachers’. That does not mean that the students and teachers who are sent there are purposely chosen but it is the schools’ tradition or administration that molds the teachers’ and students characteristics making each school distinct from one another. For example, Escola Secundária Amor de Deus is traditionally a religious school that is administered by nuns, which in turn requires and promotes certain patterns of behavior that fit the name of the school. On the other hand, Liceu Pedro Gomes in Achada Santo Antonio is a school that has a tradition of being violent and is located in a place where situations of social violence have been increasing over the past few years and the students who come from this social background bring the violence into the school.

Before I gave the questionnaires properly, I had the participants perform a self-analysis motivational activity consisting of a set of three questions given to both teachers and students to assess their motivation for teaching and for learning English respectively. The questions for the students were: 1) what do I want to do in my English class?, 2) why do I have to do this/ these?, and 3) what do I need to do now to improve my skills in English? By answering these questions students had the opportunity to reflect on their attitudes, goals and needs towards learning English for the first time. The questions for the teachers were very similar and looked like these: 1) what do I want to do in my English class?, 2) why do I have to do this/ these?, and 3) what do I need to do now to improve my teaching skills? All the same, the answers to these questions were meant to give teachers an opportunity to reflect on their pedagogical practice, why they are teaching and what their weaknesses and strengths are. This activity was adapted from the book *Zero Prep: Ready-to-Go-Activities for the Language Classroom* (Pollard L. & Hess N., 1997). The idea was originally applied to working with students but I decided to adapt it for teachers as well in order to suit the needs of this research.
3.3 The Choice of the Questionnaire

The main purpose of my investigative research was to find out whether or not Capeverdean first time learners fall in the category of those who are motivated by extrinsic rewards rather than those who are called intrinsically motivated students. I chose questionnaires over other investigation instruments because they are easier to use and they give easy statistical results. Also teachers are more available to answer questionnaires than other investigation instruments because they are more user friendly. According to the Marketing Dictionary Questionnaire, a questionnaire is a “research survey technique utilizing a list of questions answered separately by each survey participant. Questions may be closed-ended (answerable by checking one of several predetermined answers) or open-ended (requiring participants to answer in their own words)” (Questionnaire, 2008). This dictionary also talks about the advantages and disadvantages of questionnaires stating that questionnaires are a good survey technique, because the cost (printing, distribution, collection, analysis) is low compared to that of other methods such as personal interviews, because participants can respond at their own convenience, because no interviewer bias is introduced, and because responses can be kept completely confidential. The disadvantages are that the results may be biased toward the opinions of those who chose to respond to the questionnaire (instead of an alternative type of survey) rather than toward those who had been asked to and the results may be deformed if the questions were misunderstood. Wikipedia defines a questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. This Internet site also talks about some advantages and disadvantages of the questionnaire stating that questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that, despite frustrating users, make it simple to compile data. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. “Thus, for some demographic groups conducting a survey by questionnaire may not be practical” (Questionnaire, 2008).

Also, before giving the questionnaires I pre-tested them to find out whether they were friendly or not for both teachers and students. I chose a sample of ten students and two teachers from
Domingos Ramos high school where I teach. Then I took oral feedback from them and I concluded that neither teachers nor students had many difficulties in responding to the questionnaires. Only one or two questions were not very clear so I made a few changes to make it easier, e.g. I gave more options where there were few or no options at all, I used a more informal language to get the weaker students or teachers to understand what exactly I was looking for and, afterwards I gave the questionnaire for the final survey. The actual questionnaire was given to twenty students and an average of two or three teachers per school, totaling an estimated number of one hundred and twenty students and twelve to eighteen teachers in the six high schools surveyed. Their responses constitute the groundwork for this study as well as for future possible studies related to classroom motivation and student-teacher relationships.
CHAPTER IV
FINDINGS AND ANALYSIS

4.1 An Overview

I was expecting twenty students to have answered the questionnaires in each school but when I got the questionnaires back I had less than twenty responses per school. I also had to discard some questionnaires and some of the set of three questions (that were meant to have teachers and students reflect on their pedagogical practice for the former and reflect on their attitudes, goals and needs for the latter) for different reasons, e.g. some of the students who responded were not first time learners or did not provide responses for at least half of the questions. I also faced some problems when giving the questionnaires to teachers because of time constraints. I could not be present in five of the high schools I chose to survey to assist teachers and students to respond to the questionnaires. Rather, I had to go to the schools and ask the English teachers I found there to help me find the teachers who worked with the seventh grade and most of them worked in the same time period I worked, which made it impossible for me to see them. I had to teach the teachers I could talk to how to respond to the teachers and students’ questionnaires and they would in turn teach it to the target teachers and students, give them the questionnaires and then collect the responses they gave and return them to me. I owe these teachers my gratitude.

4.2 The Set of Three Questions

The set of three questions aimed, as stated before, to allow teachers to think of their pedagogical practice. Specifically it aimed to force them to think about whether what they have been doing in their classroom has been effective or not, which goals they want to achieve in teaching and provide them with the opportunity to reflect on their strengths and weaknesses as English
Motivating Students to Learn English

At the same time, students were given the opportunity to reflect on their needs, their goals and expectations in learning English as first time learners. Most of the teachers and students who answered the set of three questions seem to have done as I wished. Unfortunately, many students (26) and some teachers (3) did not answer those questions, probably because they did not understand how to answer them despite my explanations, or they did not think it was important to do so. Yet, those who answered, whether teachers or students, gave me important information about their objectives, priorities, strengths and weaknesses that enabled me to be familiarized with their background in English before looking at their responses to the questionnaire.

4.3 Students’ Motivational Self-Analysis

Referring to the set of three questions regarding the students, I discovered from the students’ responses that some of them do not have clear goals toward learning English. They are learning it because they are required to, so they regard English just as another subject. However, a great deal of students indeed have goals toward learning English and they clearly stated those goals when answering the set of three questions. The first question, “What do I want to do in my English class?” was asked in order to find out what the students goals (if any) were and whether they had priorities in learning English. This question also gives students the opportunity to realize that they not only have goals in learning English, but that they are responsible for their goals and thus their motivation. The second question read, “why do I need to do this?” The purpose of this question was to make students give a reason behind their goals and priorities and also to give me an idea of whether they are intrinsically or extrinsically motivated. The third question read, “what do I need to do now to improve my skills in English?” This question aimed to put students in a mind frame where they could perform self-analysis.

For the first question students gave different responses. It appears that they did not have the same objectives or the same goals. Also, the responses for question one suggest to me that the students are motivated to learn English from the very beginning, which goes against the first hypothesis that I had made that the students seem to have low motivation to learn English. The students who completed this part of the self-analysis motivational activity can be seen as being more motivated than the students who did not respond. Therefore motivated students care more
and are more likely to respond than unmotivated students. The following statements are quotes from the responses of some students from the different high schools:

“I want to be a journalist and I hope that learning English will help me in my career. I have faith in God” (a female student from Escola Secundária Amor de Deus)

“I’d like to do many practical tasks, games for learning, role plays with my classmates, listening to pronunciation using records and repetition drills when necessary” (a female student from Escola Secundária Palmarejo).

“I have to read many books in English and try to pronounce the words the best way possible. I also have to practice the language with others” (a female student from Escola Secundária Pedro Gomes)

“In my English class I want to learn to speak with my classmates and teacher in English” (a male student from Liceu Domingos Ramos).

What seems to happen is that students’ motivation decreases with the passing of the school year due to many variables that can come from inside the students or from outside. Whatever the case, students’ responses to the first question made me change my mind about their initial motivation. Perhaps, to discover whether the students’ motivation increases or decreases during the year it would be a good idea to observe them throughout the year and analyze their behavior. If one is interested in studying the students’ motivation from the first time they are learning English to the last (12th grade), one would need to observe the same students and ask them the questions once in the seventh grade and again the same questions in the twelfth grade and make conclusions.

The second question which aimed at getting students to explain and possibly identify whether they are intrinsically or extrinsically motivated revealed that some of them do not have a clear reason to learn English despite being motivated to do so. Some statements that reflect this idea are the following, “I want to learn many other things” (a female student from E.S. Pedro Gomes); “In my English class I want to be a good students” (a female student from E.S. Amor de Deus) and “At the moment, nothing” (a female student from E.S. Palmarejo). Students seemed aware of the importance of the English language in the world but as they do not have clear goals for the future, they could not give a clear explanation to why they like to learn English. Some said, “Because English is very important” (a male student from E.S. Achada Grande) or “I like
the language very much.” (a female student from Liceu Domingos Ramos). If they could give clearer explanations for learning English, e.g. a future career, achieving dreams, etc, it could be that their motivation would resist longer to the obstacles they face throughout the learning process of the language.

The third question which asked, “What do I need to do now to improve my skills in English” meant to have students think about their traits and capacities. Most of the students talked about how they felt in terms of abilities with the language, what they needed to do to be better students and what they had achieved so far. For example:

“I need to practice a lot and be more attentive in class” (a male student from E. S. Pedro Gomes).

“I have to do some translation from English into Portuguese to build up my vocabulary” (a male student from E.S. Amor de Deus).

“I have to try to answer oral questions” (a female student from E.S. Palmarejo).

“I have to practice a lot at home with my father” (a male student from E.S. Achada Grande).

These three questions combined, served to warm the students up before answering the questionnaires. The second purpose of these questions was to have the students reflect on their needs, goals and priorities for learning English and to help them identify their goals and the steps they need to accomplish them. With their goals in mind as well as the steps to achieve them, students’ motivation is more likely to be maintained or increased with the passing of the school year regardless of the difficulties they face, which in turn could function as sources of motivation. When the students know what their goals are then they will be more motivated to surpass the difficulties they face, no matter what they are. Finally, from the responses provided by the students in the set of three questions I could measure the level of motivation they brought into the English classroom earlier in the beginning of the school year through the statements of their goals for learning (question 1) and their level of motivation at present through the statement of what they “need to do now” to improve their skills (question 3). The responses to these questions suggest to me that their levels of motivation are high since a great deal of the surveyed (over 75%) demonstrated clear goals for learning and knew exactly what they needed to do in order to improve.
4.4 Teachers’ Motivational Self-Analysis

In relation to teachers, the set of three questions aimed to have them reflect on their pedagogical practice. It looked similar but with a few changes to adapt to the teachers’ characteristics. As I expected, the responses the teachers gave to the three questions were more conscientious and reasonable and reflected what they feel as English teachers in Cape Verdean high schools, their needs, objectives, and goals as well as the effectiveness of their pedagogical practice, allowing them to analyze their strengths and weaknesses. The first question read “what do I want to do in my English class?” It was asked in order to find out what the teachers’ goals (if any) were and whether they had priorities in teaching English or if they simply teach what is in the curriculum and have no freedom to adapt the curriculum to suit the needs and characteristics of their students. The second question read “why do I need to do this?” The purpose of this question was to make teachers give a reason behind their goals and priorities. The third question read “what do I need to do now to improve my teaching skills?” This question aimed to put teachers in a mind frame where they could perform self-analysis regarding their pedagogical practice as English teachers.

The first question elicited similar replies from teachers in the different high schools. It appears that all the respondents are concerned in maximizing the opportunities to practice the English language to foster effective communication in and outside of the classroom. Some respondents complained about the lack of support (perhaps from the school administration), material resources and also students’ determination to help them achieve this goal. Some statements that could illustrate these feelings are:

“I want to have a place where students could use the English language and express themselves in English” (a male teacher from E.S. Pedro Gomes)

“I want to do a class where English is our first language. I want to explore my students’ abilities” (a female teacher from E.S. Amor de Deus)

“I want to use different techniques and strategies, with the good will of the students (which is little) to feel more self realized in this area” (a male teacher from E.S. Palmarejo).
The second question asked for a justification for the previous question and got some interesting replies. Again, it served to show me that the teachers are aware of the importance of teaching English language fostering communication in and outside the classroom. Some responses worthy of highlight are:

“To maximize the opportunity to speak English” (a male teacher from E.S. Pedro Gomes)

“Because English is a language that can be taught with joy” (a female teacher from E.S. Amor de Deus)

“Because speaking is one of the most important language skills. It can make students feel a little more self-realized in the language” (a male teacher from E.S. Palmarejo).

The third question which asked, “What do I have to do now to improve my teaching skills?” meant to have the teachers reflect on their abilities to teach, their qualities and flaws. The feedback from teachers could not have been clearer. The teachers who responded to this question are actually aware that they do not know everything about their subject. They recognize there is still much to learn as EFL teachers in terms of use and adaptation of materials, effective strategies and techniques, professional development, etc. Following are some responses, which imply these ideas:

“I need to read and research on an effective way of teaching English and organize my lessons in order to match the students’ needs” (a male teacher from E.S. Pedro Gomes)

“I need to participate and get involved in new formation and always keep myself connected with the new teaching methods” (a female teacher from E.S. Amor de Deus).

“I need to investigate more and use the techniques I know. I also need more resources for the teaching of the English language” (a male teacher from E.S. Palmarejo).

As it happened in relation to students, these three questions combined served to warm the teachers up before answering the questionnaires. Another purpose of these questions was to have teachers reflect on their needs and priorities to teaching English and it helps them identify their strengths and weaknesses as English teacher looking for ways to improve their professional development. Rarely are teachers given the opportunity to think critically about their performance as teachers and anonymously evaluate themselves for their own profit without any kind of pressure.
Responses for Teacher Questionnaires make inferences about their commitment as English teachers and they clearly suggested that the teachers are aware of what they need to do to promote their professional development and become more effective teachers for their students.

4.5 Teachers’ Responses to Questionnaire

The questionnaire was distributed to students and teachers from five high schools all of which are situated in the urban area of Praia. I was able to survey a total number of eight teachers amongst the five high schools. There are not more than two or three English teachers in each high school in Praia who work with seventh grade students. Therefore, the major number of teachers I could have surveyed would be 10 to 15. That means I was able to survey between 53% and 80% of the available teachers. The questionnaire for the teachers had eight sections. Sections 1, 6, 7 and 8 required quantitative responses (close ended) while questions 2, 3, 4 and 5 required qualitative responses (open ended). The purpose of the questionnaire for teachers was to find out which procedures or methods are being used by the teachers attempting to motivate their students to learn English or to keep them motivated and whether they foster intrinsic or extrinsic strategies and which have been more effective and why. The participants were eight teachers from each of the secondary schools previously mentioned.

The analysis to the responses given by teachers to question 2, “How do you demonstrate to your students that you are interested that they learn English?” suggests that the teachers are aware of the benefits of fostering intrinsic strategies to learn rather than extrinsic or of the prejudicial effects of extrinsic rewards in learning since none of the teachers surveyed mentioned that they rewarded their students with material incentives. Instead they mentioned praise and dialogue, putting the emphasis on the subject matter taught. Following are quotes of some responses given by teachers for a better understanding and illustration of this point:

“Normally, I speak with my students about the importance of the English language in today’s world” (a female teacher from Liceu Domingos Ramos)

“I encourage my students with an ‘excellent’ or ‘very good’ when they do a good job” (a male teacher from Liceu Domingos Ramos)
“I encourage them to participate in class in order to have them practice the English language using some translation to facilitate understanding and make them see the importance of the language” (a male teacher from E.S. Palmarejo)

“I ask them simple and basic questions requiring, equally, simple and basic responses to put the English language in practice” (a female teacher from E.S. Amor de Deus).

The responses to question 3, “Which strategies have you been using to develop/augment the enjoyment toward learning English amongst your students? Give concrete examples of what you have been doing” confirms that, as suggested in question 2, the teachers are actually encouraging their students to learn English by making the material attractive to them, emphasizing the relevance of the content of their lessons to students to what they believe are the students’ needs. In short, these teachers’ responses suggest that they are fostering intrinsic strategies and promoting learning for its own sake. The following quotes are to support this position:

“Role-play in the classroom (pair work); dialogues created by students with a certain amount of “realia” according to the topic of the lesson” (a female teacher from E.S. Amor de Deus).

“Oral drills and mimes accompanied by listening repetition, quizzes to test the vocabulary taught in the previous lesson(s) and tests in the form of ‘games on Q&A’ (Questions and Responses)” (a male teacher from E.S. Pedro Gomes).

“Innovating activities like competition boys and girls – homework presentation” (a male teacher from Liceu Domingos Ramos).

“Pair works to practice some contents taught. Also individual works” (a male teacher from E.S. Palmarejo).

According to the theories that support intrinsic motivation that were discussed in the literature review studies of intrinsic motivation have related high levels of interest to valuing, engaging in and persisting at a specific task (Lepper & Hodell, 1989). If this is true, it seems like Cape Verdean teachers teaching seventh grade first time English students are on the right track because when asked if the strategies used have worked, and why or why not (question 4) five out of the eight teachers surveyed (62.5 %) said “yes”. The other three (37.5%) said “sometimes yes, sometimes no” which suggests that most of the teachers are confident that their lessons meet the students interests. Three of the teachers who answered yes justified as follows:
“Because, the students have demonstrated a lot of interest and their grades are satisfactory” (a female teacher from E.S. Achada Grande).

“The strategies have been working because the students (the good ones who learn easily) have performed well in the practice” (a male teacher from Pedro Gomes).

“Because the students like songs and games, so every time we play games or learn a new song they participate more” (a female teacher from Liceu Domingos Ramos).

Question 5 asked, “If you said no, what else do you think you need to do to improve the performance of your students in the English subject?” The three teachers who were not certain about the effectiveness of their lessons to their students’ learning answered as follows:

“It is necessary to bring matters that interest students into the classroom” (a male teacher in Liceu Domingos Ramos)

“It is necessary to use music and some types of games that can stimulate them more” (a male teacher from E.S. Palmarejo)

“We need to do activities which call their attention more often and require more application of the contents taught from them. We need to always require and encourage the use of the English language even knowing that it is a bit difficult for them since they are learning English for the first time” (a female teacher from E.S Palmarejo).

In short the responses collected from questions 2 to 5 suggest that the teachers are attentive to the strategies they have been using to meet their students’ interests and needs in the English classroom and are aware of the benefits and detriments of those strategies. Also the teachers have been focusing on the intrinsic strategies to promote learning for its own sake, giving students some choice and control over the learning which, according to Anderman and Midgley (1998) makes students become more engaged in learning. However that choice and control needs to be somewhat limited, taking into account that teachers are dealing with students who are learning English for the first time. Yet, some of the teachers are conscious that there is still more to be done to make their lessons more relevant to the students.

Unlike questions 2, 3, 4 and 5, which were open ended and required qualitative responses, questions 1, 6, 7 and 8 are multi-choice questions with a qualitative facet. Question 1 asked,
“How do you motivate your 7th grade students to learn English?” Following are the options and the corresponding number of respondents. Respondents could answer with more than one response.

- Positive feedback (5 teachers)
- Well prepared lessons (4 teachers)
- Innovative/creative methods (5 teachers)
- Material incentives (2 teachers)

Once again, teachers’ responses clearly show that extrinsic strategies are not effective in the classroom. The use of material incentives (25%) is rejected in the teachers’ responses; instead teachers prefer to make their lessons more relevant by giving positive feedback (62.5%), well-planned lessons (50%) and innovative activities (62.5%). These teachers seem to be following Huitt’s recommendations “In most cases, teachers need to use as much of the intrinsic suggestions as possible” (Huitt, 2001 n.p.)

Question 6 asked, “Do you believe that some of your students can learn to speak English more easily than others?” The same teachers could choose more than one option to justify his or her response. The responses to question 6 were almost unanimous. Six teachers (75%) said “yes” and two (25%) said “yes” and “no” which denotes some sort of uncertainty on the part of these teachers. The options to justify the “yes” and “no” responses are illustrated in Table 1:

<table>
<thead>
<tr>
<th>“yes”</th>
<th>Teachers</th>
<th>“no”</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of material resources</td>
<td>5</td>
<td>Lack of material resources</td>
<td>0</td>
</tr>
<tr>
<td>Small classes</td>
<td>2</td>
<td>Overcrowded classes</td>
<td>2</td>
</tr>
<tr>
<td>Good relationship teacher/student/student</td>
<td>1</td>
<td>Poor relationship teacher/student and/or student/students</td>
<td>1</td>
</tr>
<tr>
<td>Student commitment</td>
<td>5</td>
<td>Poor student commitment</td>
<td>0</td>
</tr>
<tr>
<td>Teacher commitment</td>
<td>1</td>
<td>Poor teacher commitment</td>
<td>1</td>
</tr>
<tr>
<td>To have clear goals for learning</td>
<td>5</td>
<td>Not having clear goals for learning</td>
<td>0</td>
</tr>
</tbody>
</table>
At this point, I think it is opportune to remember “…expectations that teachers have for their students and the assumptions they make about students’ potential have a substantial effect on their performances.” (Bamburg, 1994, n.p.). Question 6 could have been tricky to teachers because if on the one hand it is fair that the teachers believe that some of their students have more potential to learn English than others, on the other hand research has shown that the expectations that the teachers hold about their students can determine “how well and how much their students learn” (Raffini, 1993, n.p.). Therefore, it is extremely important to keep reminding the teachers that they should hold positive expectations for all of their students in order to avoid influencing their performances in a negative way. Another conclusion that can be taken from the responses of the teachers who responded “yes” to question 6 is that they are clearly trying to take away the responsibility they have in their students’ performance in the justification they gave to their responses and attributing that responsibility to students. Five teachers (62.5%) said that students’ commitment is the most determinant factor for their successful learning while only one teacher (12.5%) considered teachers’ commitment as the most determining factor. Moreover, another justification which includes teachers as mediators of students’ learning was equally denied. Again, only one teacher (12.5%) agreed that a “good relationship between teacher/students and/or student/student” could be a determining factor for students’ learning. Alternatively five teachers (62.5%) agreed that “abundance of material resources” is a powerful contributor to students’ successful learning. Among the teachers who responded “no” to question 6, only one (12.5%) selected “poor teacher commitment” as one of the factors which hinder students’ performance, and another (also 12.5%) elected “poor relationship between teacher/student and/or student/students” as the main factor which prevents students’ successful learning. Two teachers (25%) put the blame on “overcrowded classes”. In general teachers gave more relevance to the justifications that suggest students’ intrinsic motivation to learn (“student commitment” and “to have clear goals for learning”) than to those that appeal to extrinsic motivation (“abundance of material resources,” “small classes,” and “good relationship between teacher/students and/or student/student”).

Question 7 asked teachers to rank from a set of ten statements, the least and the most important factors in motivating their students to learn English. The order of importance was from one to ten, that is, the statement with the highest number from one to ten was the most important. The
statement with the lowest number from one to ten was the least important. Each number from one to ten was converted into points. For example, number ten worth ten points, number two worth two points, etc. In the end those numbers would be summed to find the total number of points each statement got. Table two illustrates the results to question 7:

Table 2: Question 7 asked, “Rank the following statements from one to ten, the least and the most important in motivating your students to learn English”

<table>
<thead>
<tr>
<th>Statement</th>
<th>Totaled Number of Points</th>
<th>Corresponding Letters to Graph 1: Question 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s ability to teach.</td>
<td>49</td>
<td>A</td>
</tr>
<tr>
<td>Teacher’s expectations for his/her students.</td>
<td>35</td>
<td>B</td>
</tr>
<tr>
<td>The relevance of the subjects for students in English.</td>
<td>36</td>
<td>C</td>
</tr>
<tr>
<td>Innovative methods like games, simulations and sensory stimuli.</td>
<td>62</td>
<td>D</td>
</tr>
<tr>
<td>Giving rewards and other material incentives.</td>
<td>29</td>
<td>E</td>
</tr>
<tr>
<td>The use of words and encouraging sentences from the teacher.</td>
<td>43</td>
<td>F</td>
</tr>
<tr>
<td>Peer support.</td>
<td>38</td>
<td>G</td>
</tr>
<tr>
<td>The enjoyment of the English language.</td>
<td>40</td>
<td>H</td>
</tr>
<tr>
<td>The energy and enthusiasm that the teacher shows when teaching</td>
<td>61</td>
<td>I</td>
</tr>
<tr>
<td>To show the importance of the English language in the world</td>
<td>43</td>
<td>J</td>
</tr>
</tbody>
</table>

The following graph shows how the teachers ranked the statements above (the letters in the graph correspond to the statements in Table 2. The numbers correspond to the sum from one to ten):

Graph 1: Question 7
Graph 1 shows that most of the teachers surveyed believe that the most important factor in motivating seventh grade students learning English for the first time is innovative methods such as games, simulations and sensory stimuli. The second statement ranked was the energy and enthusiasm that the teacher demonstrates when teaching. In third place the teachers ranked the teachers’ ability to teach. All three statements refer to actions taken by the teachers, which can motivate their students to learn. Therefore, as illustrated in graph 1 the responses to question 7 are in disagreement with the responses that the teachers provided in question 6, which suggested that teachers believed that the students were the main one responsible for their own learning. I believe that the reason for this to have happened is that, unlike the previous question, question 7 incorporates all the aspects discussed separately in the preceding questions which turns out to be more probing for teachers and therefore elicits more careful and truthful responses. That does not mean that the teachers lied in the previous responses they gave for question 6, rather they might have misunderstood the real meaning of the question. One of the advantages of a questionnaire, I must recall, is that the same question can be asked in different ways to get the most truthful and reliable answer from the surveyed. Nevertheless, responses from question 7 reinforce the position that teachers do not attribute importance to giving extrinsic rewards in the classroom as a way to motivate their students. The graph shows that it was ranked the least important among all arguments presented.

Question 8 was the most challenging of all, and asked, “Why are you teaching?” Teachers were given the following options (the numbers in parentheses refer to the teachers’ responses). Teachers could respond to more than one option.

- Because I like to teach (7 teachers)
- Because I am qualified in this area (4 teachers)
- To have a salary (1 teacher)
- Because I don’t have another option (0 teachers)

The purpose of this question was to find out what led the teachers surveyed to choose the profession of teachers. Negative responses would suggest that the teachers were not satisfied in their jobs and consequently their motivation as teachers would be low. The conclusion would be if he or she is not motivated to teach, then he or she surely cannot motivate his or her students to learn.” But fortunately, that did not happen. The responses provided by the teachers do not leave
Motivating Students to Learn English

room for doubts. Most of the teachers surveyed (87.5%) are satisfied with their jobs and like what they do. That I believe is half of the battle to motivate their students to learn English.

4.6 Students’ Responses to Questionnaire

The purpose of the questionnaire for students was to find out what level of motivation to learn English the students brought to the classroom, what they think their goals, interests and needs are in learning English, and whether they are more driven by intrinsic or extrinsic strategies to learn.

The questionnaire for the students had seven sections all of which were multi-choice questions (close-ended) requiring quantitative responses. The participants totaled 76 students all aged 12 to 14 learning English for the first time and distributed amongst the five high schools previously mentioned.

Question 1 asked students whether they were learning English for the first time in the high school. Seventy-six (76) respondents out of eighty-nine (89) or 85% answered “yes”. Those who answered “no” (15%) were automatically discarded because they did not match the purposes of this study. Therefore, the following survey analysis refers to the seventy-six students who answered “yes” to question one.

Question 2 asked the students about how they perceived their performance in the English subject and was worded as follows: “Do you think you have been a good student in English?” (students could choose more than one option). The justifications for the “yes” responses and the corresponding numbers of respondents are illustrated in Table 3 below:

<table>
<thead>
<tr>
<th>“yes” Statement</th>
<th>Number of Students</th>
<th>“no” Statement</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have good or satisfactory grades</td>
<td>47</td>
<td>I have bad grades</td>
<td>7</td>
</tr>
<tr>
<td>I study a lot</td>
<td>43</td>
<td>I don’t study much</td>
<td>3</td>
</tr>
<tr>
<td>I participate in class</td>
<td>45</td>
<td>I don’t participate in class</td>
<td>4</td>
</tr>
<tr>
<td>I like the teacher</td>
<td>49</td>
<td>I don’t like the teacher</td>
<td>1</td>
</tr>
</tbody>
</table>
The responses to question 2 suggest that the seventh grade students learning English for the first time have a good impression about their performance in the English subject. Most of the students surveyed (almost 62%) said that they are performing well because their grades are good or satisfactory or because they like the teacher (64%) which implies that their relationship with the teacher is good and they have their approval. With the two justifications students seem to place a great deal of importance on extrinsic rewards such as grades and teacher approval to certify their good performance or success, which in turn leads us to conclude that they are extrinsically motivated. Another substantial number of students surveyed (56.5%) justified their good performance with personal effort in studying while forty-five students (59%) elected class participation as the most important indicator of their good performance in the English subject. That suggests that these students’ learning is driven more by intrinsic rather than by extrinsic values.

Question 3 asked the students why they chose to study English instead of French (students were free to choose more than one option).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number of Respondents</th>
<th>Corresponding Letter to Graph 2: Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I think English is more interesting</td>
<td>57</td>
<td>A</td>
</tr>
<tr>
<td>Because I think English is easier</td>
<td>34</td>
<td>B</td>
</tr>
<tr>
<td>Because my parents, brothers, wanted me to choose English</td>
<td>21</td>
<td>C</td>
</tr>
<tr>
<td>Because my best friends chose English</td>
<td>20</td>
<td>D</td>
</tr>
</tbody>
</table>

The responses to question 3 are illustrated in Graph 2:
The purpose of question 3 was to have students state their objectives in learning English and find out whether those objectives were intrinsically or extrinsically driven. Another purpose of question 3 was to discover what or who was behind their choice to study English instead of French. Fifty-seven students (75%) said they chose to study English because they think it is more interesting than French. This suggests that these students are driven by intrinsic values since the choice to engage in the activity was based on the interest they saw in that activity for their lives. Yet, thirty-four students (almost 45%) said they chose English because they think it is easier than French. These students choice to engage in the activity was determined by the simplicity of that activity which directs the attention to the outcomes of that activity, hence leading to the conclusion that these students are extrinsically driven. Likewise, forty-one students (totalizing 54%) pointed the other two following options as the reasons for choosing to study English clearly stating that their choice was influenced by other people. Yet there is a group of eighteen respondents (23%) who pointed to reasons other than the ones given in the options as determining their choice to study English. Some of the responses are quoted as follows:

1- “Because I like English very much”
2- “Because I want to improve my English for my future career”
3- “Because I want to speak with my nephews in English”
4- “Because English is a universal language”
5- “Because it’s the most spoken language in the world”

Responses 1, 2, and 3 imply that there is a personal will (likes) or determination (wants) that backs the choice to study the English subject, independent of external influences. They can be categorized as intrinsically driven. Yet, responses 4 and 5 could be categorized as intrinsically or extrinsically driven or both. That depends on the interest that impelled the students to make their choice. If the interest is in the subject matter, then their choice was intrinsically driven. If instead the interest is in the outcomes that the subject matter is likely to lead to, then their choice was extrinsically driven.

Question 4 asked students to rank from 1 (most important) to 5 (least important) the people who mostly influenced their scholastic life. Students ranked the options given as follows:
1. Parents
2. Myself
3. Teachers
4. Classmates
5. Community/religious leaders

All students ranked their parents in first place and themselves in second. Next they ranked their teachers, their classmates and their community or religious leaders respectively by order of importance. These responses show that students regard their parents as the greatest influences in their scholastic lives followed by themselves. That also means that parents have a crucial role in motivating their students’ learning in general which in turn implies that without sufficient support from their parents at home with respect to their academic achievement students will next count on themselves followed by their teachers. It is perfectly legitimate that students rank their parents in the first position and themselves in the second. That only demonstrates respectively the fraternal relationship that exists between sons and parents and a personal self-concern. But when they rank their teachers in the third place and not, for example, their classmates which especially at early adolescence are regarded as having a great influence in students’ school life (Wentzel, 1998 p. 202) they attributes teachers an increased responsibility in their scholastic lives. English teachers in particular, need to be attentive to this because many times they are the only source of support to their students with respect to EFL and their expectations with regard to their students may determine the students’ success or failure in the English subject. That in turn may have a direct impact on students’ intrinsic motivation to learn the English subject. “When teachers believe in students, students believe in themselves. When those you respect think you can, you think you can too” (Raffini, 1993 n.p.).

Question 5 asked students to choose from eight statements those, which make them like to learn English. These statements were divided equally in intrinsic and extrinsic categories, so that there are four statements, which are intrinsically valued and four statements which are extrinsically valued. They were worded as follows:

1- I want to learn English to understand the films in English without having to read the subtitles (intrinsic);
Motivating Students to Learn English

2- I want to be the best student in my English classroom (intrinsic);
3- I like when my teacher and colleagues praise me (extrinsic);
4- My friends like English and they say it is a very important language (extrinsic);
5- I want to be able to start and maintain a dialogue in English (intrinsic);
6- My teacher praises me when I perform well and helps me with my difficulties (extrinsic);
7- I become unmotivated when my colleagues make fun of my pronunciation (extrinsic);
8- I think that my teacher believes that I can become a good English speaker (intrinsic).

Graph 3 shows which statements are categorized as intrinsic and extrinsic and illustrates the results to question 5:

At first glance, Graph 3: Question 5 shows that seventh grade students learning English for the first time are influenced more by intrinsic values than by extrinsic values. However the difference is not significant, hence, it is not possible to say that these students are definitely intrinsically motivated and not extrinsically motivated. Of particular importance are statement 7 (extrinsic) and statement 8 (intrinsic). Statement number seven asked students if the negative feedback from their colleagues could undermine their motivation to learn English. Graph 3 shows that they do not exert a great impact on their motivation. I was particularly surprised with this result because, as far as my observations have taught me, both from the time I was a student and now as a teacher, students are likely to be highly intimidated by the negative feedback of their classmates.
at the ages between 12 and 14, especially in the English classroom. The results to statement seven suggest this no longer holds true for Cape Verdean students learning English for the first time. Unlike statement number seven, statement number eight (which refers to how students perceived their teacher viewed their potential to become a good English speaker and could influence their motivation to learn English positively) was ranked in the first position. Once again, this confirms the vital role that English teachers play in promoting the enjoyment for the English language to students and motivating them to learn.

Question 6 asked “What hinders your learning in the English classroom?” The options were as follows and after each option, in parentheses, is the number of students who chose the option. Again, students could choose more than one option:

- The teacher (10 students)
- The subject matter (5 students)
- The classroom environment (47 students)
- The classmates (52 students)

The responses to question 6 (see Appendix V: Question 6) show that most of the students feel that the classroom environment and their classmates exert a high negative effect on their learning in the English classroom. Fifty-two students (68.4%) consider their classmates as the main obstacles to their learning of the English language in the classroom. I am not particularly surprised with this result, because, if on the one hand, young learners can view peers as a source of support and refuge, on the other hand the opposite is also likely to occur and oftentimes learners regard them with hostility at this age. Among those fifty-two students who considered their classmates as the main hindrances to their learning of English, thirty-eight (73%) said that there is too much noise in the classroom which prevents them from learning effectively. Classroom environment was ranked by a total number of 47 students (61.8%) as another high obstacle to learning English. Among the reasons presented noise was again the most stated but a few students pointed to classroom atmospheric conditions as one of the principal problems which affect their learning: “My colleagues make too much noise in the classroom and the classroom is too hot. I can’t concentrate!” (a male student from Liceu Domingos Ramos). According to Maslow (1998), a safe environment has to do in part with a school’s physical conditions
Motivating Students to Learn English

(Maslow’s Hierarchy, 1998). If that is the case, then there are a considerable number of students who do not feel safe or comfortable at school and therefore Maslow would say that they are being denied of one of their basic human needs which in turn will have a negative effect on their intrinsic motivation to learn English in the classroom.

Question 7 asked students what they would like to have in their English lessons. The options were songs, games (riddles, jokes, hidings) and curiosities (actors, sports, singers). They had to fill in the “yes” square or the “no” square in front of each option. Graph 4: Question 7 illustrates their responses:

![Graph 4: Question 7](image)

According to Graph 4, seventh grade students learning English for the first time demonstrate great interest toward curiosities, games and music in the respective order of importance. Huitt (2001) presented a range of particular activities, which teachers can use in their classrooms to raise their students’ motivation. Among these activities, curiosities and games are highlighted as two options for encouraging the growth of intrinsic motivation. That is if teachers can make their lessons meet the students’ expectations and desires, then students’ interest toward the subject matter will increase as they can connect the content with their lives. Students are more engaged in learning when the curriculum is individualized, authentic, and related to their interests (Anderman & Midgley, 1998). However, if the curriculum, as many teachers complain, does not give many options then the teachers can take the liberty to make the necessary adaptations to meet the needs of their students.
4.7 Summary

The responses of both the teachers and students provided by the survey lead to the main conclusion that both prefer intrinsic motivation strategies to teach and to learn respectively instead of extrinsic strategies. However, the difference is not large enough to permit a definite and categorical conclusion that this holds true to all Cape Verdean teachers who teach seventh grade and all Cape Verdean students learning English for the first time. Yet, we can talk about a tendency toward the preference concerning intrinsic rather than extrinsic strategies on the part of teachers who teach seventh grade students and students who are learning English for the first time.

This survey analysis revealed a curious shift in the teachers’ responses from question 6 to question 7. While in question 6 their responses suggested that they were denying major responsibilities in their actions as teachers on students’ learning, their responses to question 7 showed that they are aware of the effects of the actions they take in the classroom to increase (or decrease) students’ motivation to learn English. On the other hand, students’ responses show that they consider their teachers as the most important source of support in their scholastic life after their parents and themselves and perceive their teachers’ opinions about their potential to learn English as the most influential factor to motivate them. Another conclusion that this survey leads me to is that seventh grade students learning English for the first time are driven by intrinsic values (as illustrated in graph 2: question 3) rather than by extrinsic ones and come to the English classroom with reasonable goals for learning. According to self-determination theory (Deci and Ryan, 1985) and goal-setting theory (Loke, 1960’s), having pre-determined and efficient goals promote intrinsic motivation and task engagement and increases the likelihood that the students will perform better. Finally this survey analysis showed that students demonstrate a great interest toward curiosities and games in the classroom and the teachers seem to be meeting that interest since they ranked activities that incorporate games, simulations and sensory stimuli as the most important to motivate their students to learn.
CHAPTER V
CONCLUSION

Before students can be taught, they must be motivated to learn. “Motivation is relevant to learning because learning is an active process requiring conscious and deliberate activity” (Stipek, 2002, ix as cited in Merlin, 2003 p. 2). In order for learning to occur, teachers must recognize and understand what motivates students. Only after that, can teachers apply this information to create supportive learning environments.

Intrinsic and extrinsic motivation, are two sides of the same coin. They have been the object of overwhelming documentation and discussion in various research studies. While there is no consensus of which is more important to learning, it appears that researchers in general tend to consider intrinsic motivation more desirable for classroom settings. For that reason teachers are recommended to employ techniques that encourage motivation to learn for its own sake rather than using extrinsic rewards to raise their students’ interests in tasks. Extrinsic rewards are often regarded in many studies as prejudiced for students’ learning because they hinder learning for its own sake. However, both intrinsic and extrinsic motivations are important to learning. With respect to students learning English for the first time, which is the object of this study, the two types of motivation play a critical role. If students are interested to learn English then, one can say half the path has been run and the teachers’ job has been facilitated. If, on the contrary, the students are not interested in learning the English subject for some reason, then the teachers’ job is much more challenging and oftentimes they have no choice but to seek refuge in extrinsic rewards. In either case, the students’ performance will be affected for better or worse according to the teacher’s ability to deal with the situation. Recalling Ericksen (1978, p. 3), “effective learning in the classroom depends on the teacher’s ability ... to maintain the interest that brought students to the course in the first place”.

After analyzing the data collected from five high schools in the urban area of Praia, the responses provided by the teachers and students suggest that there is a consensus among both teachers and students that intrinsic motivation is the one that has more impact in the classroom setting and fosters effective learning for students. Two theories were discussed in this paper that support intrinsic motivation: the humanistic and the cognitive theories. Within the humanistic theory, Maslow’s hierarchy of human needs was discussed and how it can be applied in the classroom. In short, the theory suggests that students have some needs that are prioritized in relation to others and, until those needs have been satisfied they will not look towards their other needs.

For the purposes of this paper questions were asked to students in the questionnaire dealing with how they perceived the environment at school. More concretely, how do they perceive the environment in the English classroom, involving their teachers and peers and whether it influenced their learning positively or negatively. These questions were directly related to the second need in Maslow’s hierarchy – safety needs – but it also includes the third and fourth needs – belonging needs and esteem needs respectively. The answers given by most of the students suggested that the school is not a safe environment for them because they do not feel free to use the English language in the classroom; they have to cope with teasing from their colleagues when they make mistakes. This confirms, “a safe environment is not limited to physical boundaries. Students must not only feel safe in the classroom physically, but emotionally and psychologically as well. An environment must be provided and maintained where students feel free to take risks – such as answering a question or sharing thoughts without fear of mockery or teasing by other students” (Maslow’s Hierarchy, 1998). Unfortunately, that is something that is lacking in the Cape Verdean classroom settings, especially in the English classes, and oftentimes students feel intimidated to use the English language for fear of teasing by their colleagues. That in turn, generally leads many students to decrease their self-esteem and sense of belonging. Research has shown that as long as these needs have not been met students’ performance will be highly affected in the classroom, as their intrinsic motivation is very low (Slavin, 2005 as cited in Maslow’s Hierarchy, 1998). However when asked whether their motivation decreased when they saw their colleagues tease them because of their mistakes, most of the students surprisingly said “no”. Contrary to my expectations due to what I have observed in schools and which drove me towards asking this question, most students do not care if their colleagues tease them and
consequently, it does not affect their intrinsic motivation. What disturbs them, however, is the noise that exists in the classroom which most of the students surveyed complained of, yet that does not make them feel embarrassed but annoyed and disappointed.

The other two theories that were discussed in relation to intrinsic motivation fit into cognitive psychology, which explains motivation in terms of voluntary behavior; they were the self-determination theory (Deci and Ryan, 1985) and the goal setting theory (Motivation, n.d.). In short, both theories support the existence of a predetermined will that directs the action towards achieving a goal. But while the former stresses the individual and his ability to achieve the pre-determined goals the latter stresses the significance of the goals for the individual.

With respect to these theories, some questions were asked in the questionnaire for example, “Why did you choose to learn English?” and the “true or false” statements. The results of the survey analysis suggested that the students were driven more by intrinsic than by extrinsic values. However the difference is small which does not allow us to categorically affirm that Cape Verdean students learning English for the first time are, in fact, intrinsically motivated and not extrinsically. This could be a propitious moment to remember Avila and Purkey, (1971 as cited in Kolesnik, 1978) “Most of the things that we do cannot be neatly categorized as either intrinsically or extrinsically motivated. Most human behaviour involves a combination of the two…” (p. 180)

Therefore, the wisest decision we can take as teachers is to avoid the overuse of intrinsic and/or extrinsic strategies and make our lessons more relevant to our students either by using one or another of the strategies, always having a balance between them. For that it is vital for us to know our students as deeply as possible and be able to elevate the interests that brought them into our English classroom to the sky, if necessary.

For a study to be considered valid and reliable, there are some requirements that it has to meet. According to Nunan (1992) validity is “the extent to which one has really observed what one set out to observe, and the extent to which one can generalize one’s findings from the subjects and situations to other subjects and situations” (p. 232). In other words, validity refers to the adequacy of a study to a broad context. He defines reliability as “the extent to which (a) an
independent researcher, on analyzing one’s data, would reach the same conclusions and (b) of one’s study would yield similar results. Internal reliability refers to the consistency of the results obtained from a piece of research. External reliability refers to the extent to which independent researchers can reproduce a study and obtain results similar to those obtained in the original study” (p. 231-232). In short, reliability means the study must be convincing and resulting from credible sources of information.

In order to enhance validity and reliability to this study I surveyed five of the most representative high schools in the city of Praia, in terms of students’ social, educational and economic backgrounds, as well as teachers. These schools provided this study with richness in diversity with respect to the nature of the sample. Their peculiarities regarding principally the students’ characteristics but also the teachers’ in a certain extent, made them unique from one another. E.S. Amor de Deus in Terra Branca and Liceu Pedro Gomes in Achada Santo Antonio can be considered two poles of such diversity. The former for the religious attributes it carries, which directly implies the fostering of a culture of patterns of good manners and behaviour as well as correctness in both students’ individual and social lives. The latter, for the tradition of violence, which has negatively marked that school from a few years up to now and which makes society somewhat pessimistic about its potential as an educational system. The other two poles are occupied by Liceu Domingos Ramos – which is regarded as the most emblematic school in Praia for the history it holds and because many of the most important Cape Verdean personalities known had studied there – and the two remaining schools, E.S. Palmarejo and Liceu de Achada Grande for being two of the most recently inaugurated schools in Praia and for that reason they are still giving their first steps as secondary schools in Cape Verde. These reasons make me believe that I was able to survey a representative sample of respondents enough to characterize the Cape Verden context and that any other researcher who wish to repeat the survey in similar circumstances would come out with similar results.
CHAPTER VI
RECOMMENDATIONS

The development of effective strategies in motivating students to learn are of critical importance to their academic success and, with respect specifically to teaching EFL to first time learners the strategies need to be even more carefully planned and employed. Throughout this paper, the central discussion has been which strategies work best with these kinds of learners in the Cape Verdean context, and the results of the survey have shown that both teachers and students tend to prefer intrinsic rather than extrinsic strategies.

However, research has shown that neither strategy can be considered better than the other because both have their strengths and weaknesses. So, what will determine the effectiveness of the strategies used can be in the teachers’ hands. For that reason, teachers who work with seventh grade students learning EFL for the first time need to start from finding out the students’ degree of motivation, the strategies they are already using or which they show more receptiveness to and their learning style. I am not suggesting that the teachers should give away their authority as teachers and passively accommodate to the demands of their students. Rather, I am suggesting that if teachers know that there is a choice they are making and that they must decide what students most urgently need before they establish priorities they can make their lessons “more of a science than a hit or miss attempt at education.” Next the teachers need to internalize those strategies and incorporate them in all the actions they take towards their students in the classroom. Research has shown that whatever is done by a teacher exerts a motivational, formative impact on students and that the students are aware of that.

To facilitate the development of effective learning strategies, either intrinsic or extrinsic the following recommendations are provided (these recommendations are based on the findings of
this study and from what I have learned as teacher and throughout the process of research to carry out this study):

- Teachers need to promote an enjoyable and supportive classroom atmosphere in which the students will feel safe and free to take healthy risks without the fear of being ridiculed by their colleagues when they make mistakes. Also, they should manage their classroom in order to avoid distressing the already interested students with unnecessary noise. This study has shown that despite students’ tendency to ignore their colleagues’ teases towards them, they still feel annoyed and disappointed with the poor learning conditions they are provided with in the English classroom.

- Teachers need to start and maintain a good relationship with their students. A crucial issue is one of creating a relationship of mutual trust and respect with the learners, by having conversations about personal concerns. This mutual trust could lead to enthusiasm. Enthusiastic teachers show commitment and interest in the subject matter through verbal and non-verbal cues that transmits to students the desired behavior that is expected from them. This study has shown that teachers themselves recognize that the enthusiasm they show when teaching plays a substantial role in motivating their students to learn.

- Teachers need to make the subject matter more relevant to students’ lives. In order to encourage students to participate in the learning activities, teachers should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum. The relevance of the subject matter to students’ lives increases the likelihood that they will feel enthusiastic about the lessons and participate more effectively.

- Teachers need to give students a reason for learning a task. If students know what to expect from a specific content or topic they will be able to relate it with a pre-determined goal and thus their motivation (intrinsic) is more likely to be increased and they will more easily get involved in the task. If not, there is nothing to lose.
Teachers should promote class participation through games, simulations or role-plays and sensory stimulations that arouse curiosity. This study has found that students learning English for the first time show a strong inclination towards these types of activities, and when these activities are effectively employed they are more likely to perform better.

Teachers need to challenge the “smart students”. It is possible that some students in English classrooms have had a previous contact with the English language from a different source, other than a public school, for example from a private school (e.g. ELI) or from sufficient exposure in an English speaking country or even with their parents or relatives at home. These students are in advance in relation to the other students who are learning English for the very first time, thus their goals and needs might be different. These students need to be provided with more individualized and suitable tasks that can challenge them and maintain their motivation at a high level.

Teachers should encourage students’ autonomy in the classroom. Seventh grade students learning EFL for the first time are likely to be passive learners and wait for the teacher to provide them with the information they need. A common statement used among these types of learners is, “The teacher is the only one who knows English in the classroom, therefore he teaches and we learn.” In fact, the teacher is the highest authority in English in the classroom, but that does not mean that he is the only one authority in the classroom regarding the subject of English. Take advantage of the students who show more knowledge of the language and have them help the “weak students” through pair work or group work. Give students some control over their learning. Give options and allow them to choose what they want to learn in some lessons. Let them take risks!

The theories and factors that work together to promote or hinder motivation to learn EFL for Cape Verdean first time learners have been discussed and findings have been presented in this work that help reinforce the idea that intrinsic motivation strategies might be the most desirable for the classroom setting regarding these types of learners.
However since the line between intrinsic and extrinsic motivation strategies is slight and the arguments which support each type of strategy are considerably reasonable, it is still not possible to come to a definite consensus about the issue of which one is best. The next step of my research will be to experiment these strategies in a combined way with my students in my classroom. I have already started this experiment and, so far I have observed that both types of strategies have shown effective up to a certain extent. The secret is not to overuse either of them, especially the extrinsic strategies.
Motivating Students to Learn English 56

BIBLIOGRAPHY:


Motivating Students to Learn English 59

APPENDIX I

Teachers’ Motivation Self-analysis

- O que eu quero fazer na minha aula de Inglês? (What do I want to do in my English class?)

- Porque eu tenho que fazer isso? (Why do I need to do this?)

- O que eu tenho fazer agora para melhorar minhas capacidades/habilidades de ensinar? (What do I need to do now to improve my teaching skills?)
APPENDIX II

Students’ Motivational Self-analysis

- O que eu quero fazer na minha aula de Inglês? (What do I want to do in my English class?)

- Porque eu tenho que fazer isso? (Why do I need to do this?)

- O que eu tenho fazer agora para melhorar minhas habilidades em inglês? (What do I need to do now to improve my skills in English?)
APPENDIX III

Teacher’s Questionnaire

QUESTIONÁRIO DO PROFESSOR.

Prezado(a) professor(a)
Solicitamos a sua colaboração no sentido de responder as seguintes perguntas a respeito de seus alunos. Gostaríamos desde já de agradecer a sua atenção e ressaltar a relevância de sua contribuição.

Sexo: □M    □F
Idade: □20-25    □26-35    □ 36-+  Escola onde lecciona _________________________
Nível Académico: □Básico    □Secundário    □Médio    □ Superior
Experiência: □0-1anos 2-3anos    □4-5anos    □6-7anos    □7+anos

1. Como é que você motiva os seus alunos a aprender Inglês?
   □ Feedback positivo          □ Aulas bem preparadas
   □ Metodologias criativas e inovadoras     □  Incentivos materiais
   Outros________________________________________

2. Como é que demonstra aos alunos o seu interesse em que eles aprendam a Língua Inglesa?
   ____________________________________________

3. Que estratégias costuma utilizar para desenvolver/aumentar o gosto pela língua Inglesa entre os seus alunos?
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Acha que as estratégias que tem utilizado têm resultado? Porquê ou porque não?
   ____________________________________________
   ____________________________________________

5. Se respondeu não, o que você acha que é preciso fazer ainda para melhorar o desempenho dos seus alunos à disciplina de Inglês?
   ____________________________________________
   ____________________________________________
   ____________________________________________
APPENDIX III (CONTINUED)

6. Acredita que alguns alunos podem aprender a falar Inglês mais facilmente do que outros?
   □ Sim   □ Não

   Se respondeu sim, o que pode favorecer a aprendizagem do Inglês para o aluno?
   □ Abundância de recursos materiais  □ Turmas pequenas
   □ Bom relacionamento professor/aluno e/ou aluno/aluno  □ Empenho do aluno
   □ Envolvimento do professor    □ Ter objectivos claros na aprendizagem

   Outros________________________________________________________________________
   ________________________________________________________________________________

   Se respondeu não, o que pode prejudicar a aprendizagem do Inglês para o aluno?
   □ Falta de recursos materiais  □ Turmas superlotadas
   □ Mau relacionamento professor/aluno e/ou aluno/aluno  □ Empenho do aluno

   Outros________________________________________________________________________
   ________________________________________________________________________________

7. Ordena do menos importante para o mais importante para motivar os alunos na aprendizagem do Inglês.

   _____ A capacidade de ensinar do professor
   _____ As expectativas que o professor tem para os seus alunos
   _____ A relevância dos assuntos tratados na disciplina de inglês
   _____ Metodologias inovadoras como jogos, simulações e estímulos sensoriais
   _____ Atribuição de presentes ou outros incentivos materiais
   _____ O uso de palavras/frases encorajadoras por parte do professor
   _____ Apoio dos colegas de turma/carteira.
   _____ O gosto pela língua inglesa
   _____ A energia e o entusiasmo que o professor mostra ao ensonar inglês
   _____ Mostrar a importância da aprendizagem do inglês em Cabo Verde

8. Porquê está a ensinar Inglês?
   □ Porque gosto de ensinar    □ Porque formei-me nesta área
   □ Para ter um salário    □ Porque não tenho outra opção

   Outros________________________________________________________________________
   ________________________________________________________________________________
APPENDIX IV

Students’ Questionnaire

QUESTIONÁRIO DO ALUNO

Prezado(a) aluno(a)

Solicitamos a sua colaboração no sentido de responder a este material. É muito importante que respondas da maneira mais sincera possível.

Desde já agradecemos a sua valiosa colaboração.

Sexo: □ M  □ F
Idade: _____
Ano de escolaridade: _____ Nome de escola: _______________________

1- Estás a estudar Inglês pela primeira vez?
   □ Sim  □ Não

Se respondeu não, diga onde e com que idade teve contacto com a língua inglesa pela primeira vez.
________________________________________________________________________

2- Achas que tens sido um bom aluno(a) em Inglês? Podes escolher uma opção ou todas
   □ Sim  □ Não

Se respondeu sim, porquê?

□ Tenho notas boas/razoáveis.
□ Esforço-me a estudar
□ Participo nas aulas
□ Eu gosto do(a) professor(a)
□ Outros_______________________________________________________

Se respondeu não, porquê?

□ Tenho más notas
□ Não me esforço a estudar
□ Não participo nas aulas
□ Não gosto do(a) professor(a)
□ Outros_______________________________________________________

3- Porque é que escolheste estudar Inglês em vez de Francês? Podes escolher uma opção ou todas

□ Porque acho o Inglês mais interessante.
□ Porque acho o Inglês mais fácil.
□ Porque os meus pais fizeram-me escolher o Inglês.
□ Porque os meus melhores amigos escolheram o Inglês.
□ Outros_______________________________________________________
APPENDIX IV (CONTINUED)

4- Coloca por ordem de 1 a 5 as pessoas que mais te influenciam na vida escolar.

___ Pais ou encarregados de educação.
___ Professores.
___ Colegas.
___ Líderes religiosos/Líderes comunitários.
___ Eu próprio.

5- O que te faz gostar ou não de aprender Inglês? Coloca um X a frente de cada frase. 

Sim Não
☐ ☐ Quero aprender Inglês para perceber as músicas e os filmes em Inglês sem ler a legenda em português.
☐ ☐ Quero ser o melhor aluno(a) em Inglês na minha turma.
☐ ☐ Sinto-me bem quando o professor e os meus colegas me elogiam.
☐ ☐ Os meus amigos gostam do Inglês e dizem que é uma língua importante.
☐ ☐ Quero ter possibilidade de manter um diálogo em Inglês.
☐ ☐ O professor apoia-me quando saio-me bem e ajuda-me se tenho problemas.
☐ ☐ Fico desmotivado(a) quando os colegas troçam da minha pronúncia.
☐ ☐ Acho que o meu professor acredita que eu posso vir a falar bem o Inglês.

6- O que é que dificulta a tua aprendizagem na aula de inglês? Explica.

☐ o professor ____________________________________________
☐ o interesse pela disciplina ________________________________
☐ o ambiente na sala de aula ________________________________
☐ os colegas _____________________________________________
☐ outro ___________________________________________________

7- O que gostarias de ter na aula de inglês? Como sempre podes escolher uma opção ou todas

Sim Não
☐ ☐ Música
☐ ☐ Jogos (adivinhas; anedotas; escondidas)
☐ ☐ Curiosidades (actores; desportos; cantores)

Outros ____________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX V

Illustrative Graph: Question 6 (Students’ Questionnaire)