



5-2018

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David Almeida
Bridgewater State University

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Recommended Citation

Almeida, David. (2018). Reading in Cape Verde: Instructional Practices and Teacher Attitudes. *Journal of Cape Verdean Studies*, 3(1), 18-57.

Available at: <https://vc.bridgew.edu/jcvs/vol3/iss1/3>

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Reading in Cape Verde: Instructional Practices and Teacher Attitudes

David Almeida, Ed.D.¹
Bridgewater State University

Abstract

Given that no extensive study on reading instruction and reading attitudes has been carried out country-wide in The Republic of Cabo Verde, (a ten island archipelago off the western coast of Africa), educational practitioners and policy makers in that nation are left with a dearth of accurate information when making decisions surrounding these constructs in the classroom, in the universities, or in the policy rooms of that nation. In a 2007 article, Commeyras & Inyega published research on reading instruction in Kenya and encouraged researchers to follow their example, i.e. to locate all pertinent literature and to conduct a review of the state of reading education in each of the African countries “for the benefit of all... who are working to promote and improve reading on the African continent.” (p.278). In order to collect information on reading instruction and reading attitudes in Cabo Verde (CV), the author distributed surveys to all 2972 primary level Cape Verdean teachers employed in Cabo Verde at the time of the study, visited the nine inhabited islands, and interviewed 116 Cape Verdean teachers teaching in primary schools on those islands. Results from these interviews and the 1071 returned surveys indicate that Grades 1-3 teachers in Cabo Verde most often use a bottom-up approach to reading instruction and teachers in Grades 4-6 most often use a top-down approach. Information gleaned from the surveys and the interviews show that most CV primary level teachers hold to a strict page-by-page use of the government provided textbook, with very limited use of children’s storybooks, folktales, children’s own authored stories, or narrative text longer than a few sentences or a paragraph. While varying by island and other demographics, few families have novels or story books at home and few teachers have them in their classrooms. A high percentage of respondents indicate that the reading of storybooks either in the classroom or for pleasure outside of school is not common across Cabo Verde. Variations in responses are discussed, and recommendations for future research are presented.

Keywords: Cabo Verde, Cape Verde, literacy, reading instruction, reading attitudes.

¹ Dr. David Almeida is Professor of Education at Bridgewater State University. Dr. Almeida is the former Chair of the Department of Special Education and his research focuses particularly on the areas of Reading and Special Education.

Introduction

In 1990 UNESCO issued an international call to review teaching quality, curriculum, and instructional methods in developing countries. Since then, education researchers have spent the last twenty years or more promoting efforts to describe these constructs across differing cultures and countries, especially in Africa and in Small Island Developing States (SIDS) around the world. For example, O'Sullivan (2005) made a strong case for studying classrooms and teaching approaches, and talking with in-service teachers before, during, and after the planning, implementation, and evaluation of education policies and reform movements, all central to improving educational quality in developing countries; Commeyras & Inyega (2007) carried out an integrative review of teachers, the reading curriculum, and instructional reading methods used in Kenyan primary schools; and Atchoarena, Dias Da Graca, and Marquez (2008) discussed the importance of studying more closely the educational systems in Small Island Developing States, to assist these nations as they confront national challenges and move towards accomplishing their developmental agendas, including those surrounding teaching and learning. Other examples of educational research in this area have taken place in the countries of Tanzania, Uganda, Namibia, Trinidad-Tobago, and Jamaica, (Vavurus & Bartlett, 2012; Conrad and Brown, 2011; O'Sullivan, 2006, 2001; Lockheed and Harris, 2005).

In light of these ongoing research efforts, and because little has been published in English on current educational practices in the nation of Cape Verde, a ten-island SIDS archipelago located approximately 350 miles off the western coast of Africa, this researcher brought two groups of university students majoring in education on two Study Tours, of fifteen days duration each, to two islands in Cape Verde, (Santiago Island and Fogo Island), to observe in primary and secondary classrooms, to talk with teachers and school administrators, and to informally document the teaching approaches and curricular materials used in the schools visited. Three of the over-arching questions for these Study Tours included, "What approaches are being used in Cape Verdean classrooms to teach reading?" "What major literacy goals do teachers have for their students?" and "What barriers to literacy do teachers have to overcome?"

During these two fifteen-day Study Tours, participants (which included this researcher) visited 5 different schools and 20 primary and secondary classrooms for each

Tour. Through a translator, Study Tour participants held informal conversations with all but 3 of the teachers in those classrooms. Observations and discussions focused on student populations and especially on instructional materials and teaching approaches for teaching reading to Cape Verdean children and teenagers.

Background: Cape Verde

The Republic of Cape Verde (now known officially as the Republic of Cabo Verde) is a ten-island archipelago, (of which nine are inhabited), situated approximately 350 miles off the coast of western Africa, across from the country of Senegal. Cabo Verde (CV) was originally colonized in the 1500's by Portugal, and finally achieved its independence in 1975. Since gaining its independence, the Republic of Cabo Verde has worked steadily towards achieving positive growth in all areas political, economic, and educational.

As one result of this four-century long connection, the official language of Cabo Verde is Portuguese, (through which all official communication and all school instruction is conducted), while the language of the home and the street remains Cape Verdean Creole, a mixture of Portuguese and African dialects. Most all children enter school having spoken only the Creole language (which remains largely unwritten and, for the vast majority of the population, unread) and a high percentage of preschool children have never read or been read to in Portuguese. When children enter kindergarten or first grade, teachers immediately begin teaching them to read in Portuguese, using the official Portuguese language textbooks provided by the government, and providing this instruction in the Portuguese language, though many teachers mix Portuguese with Creole during the early beginnings of school. (L. Nunes-de Pina, Personal Communication, 2010).

Informal Findings from the Study Tours

Informal observations made of early primary level teachers during these Study Tours showed strictly phonics-based or bottom-up approaches to teaching reading in these lower elementary level classrooms (grades 1-3). These observed approaches were centered on the recitation and memorization of phonetic constructs and word parts, the copying of Portuguese words and short phrases off of the blackboard, and an absence of the use of

children's literature, written folktales, stories authored by children, and other forms of narrative text longer than a few sentences.

In the Grades 4-6 classrooms visited, Study Tour participants observed a strictly top-down approach to word identification, even when students had seemingly not yet mastered phonemic awareness or decoding skills. When students could not identify unfamiliar words, observed teachers simply identified the words for them and moved on. The observed instruction in these upper elementary classrooms focused almost exclusively on grammar and writing. The use of children's literature, written folktales, stories authored by children, and other forms of narrative text longer than a few sentences was not observed in any upper level classrooms visited.

At all grade levels, Cape Verdean teachers discussed with Study Tour members their predisposition towards following closely and using exclusively the government provided reading textbook and not using children's storybooks as a vehicle for reading instruction. In addition, they mentioned often that their students did not own storybooks at home, that their students did not read books for pleasure, (even when books might be available to them in the classroom), and that the teachers themselves were not pleasure readers. These teachers gave opinions that while a majority of their students might be considered *functionally* literate, after about fourth grade most could not read Portuguese at an age-appropriate *proficient* level; and that perhaps only about one fourth of their secondary students could read at a proficient high school level. Most hypothesized that reasons for this include these students having little practice conversing in Portuguese, (either in school or at home), or reading books written in Portuguese (either at home or at school) that were not text books for school.

The primary school principals (*gestor* or *gestora* in Cape Verdean Creole) of all schools visited by the Study Tour groups stated that there is often a severe lack of materials available for teachers and students in Cabo Verde's public schools, and they discussed how this lack of materials may prevent students from maximizing their potential in reading. These statements by school administrators were corroborated through classroom visits conducted by Study Tour participants, who noted an obvious lack of books, supplies, paper, and chalk in all schools visited. "They have no books" said one Study Tour member, and, referring to a dearth of available storybooks in the school, she remarked "I have to wonder

how they can learn to appreciate reading when the school doesn't have even a single book for the children to read.”

While literacy textbooks were available and being used in all subjects observed at the primary schools visited, only one primary school classroom had a small collection of story books for student use. In all other classrooms visited, Study Tour group members found that there were no picture books or story books in any of these classrooms, at any grade level. There were no libraries at the public primary schools visited, neither a school library nor a small library in any teacher's classroom, save one. There were school libraries at all of the secondary school sites visited, though when asked by one Study Tour participant if the libraries were used often by teachers or students, one educator answered, “To study in maybe, but to take books from, no.”

Both Study Tour groups observed that, in over four weeks of observations in classrooms and visits touring Fogo and Santiago Islands, no group member witnessed a teacher using a novel or a children's book during reading instruction. In all primary level classrooms visited, comments from teachers indicated a devaluing of having students read anything other than the government-provided textbooks, short entries taken off of the internet, or Portuguese sentences generated by the teachers themselves and written on the blackboard. “Our children learn to read without story books,” said one teacher in a group meeting, “We on Cape Verde have wonderful stories to pass on, but we tell these stories to our children, who love to listen to them.” During visits with families outside of school, on trips around the island, and on walks through the small cities and towns of Fogo and Santiago Islands, no Study Tour group member encountered or saw even one child, teenager, or adult sitting and reading a book. When Study Tour group members talked about this observation with teachers at the primary schools, they were told by teachers that Cape Verdeans preferred oral communication to reading, and that very few children read children's books and very few adults read novels. One teacher told the group members, “The children cannot afford to buy books so they have none to read. We at the school cannot afford to buy them, either, so we are fine in this way and they are not needed.” Another teacher commented, “We don't usually read books in Cape Verde. We have the internet and we ask each other if we need to find out something. Children prefer to play

rather than to read, though all children can read, of course. But to sit and read a book is not necessary to us.”

One Cape Verdean teacher disagreed with her colleagues that children’s books were unnecessary, saying that she would use children’s books if she had them, as she felt they might motivate children to practice reading, but she would need to be taught how to do so. Another teacher noted, “I might use them if I was taught to do so, but for now we don’t have any story books to use until the government provides us with them”. When Study Tour group members mentioned that they could, perhaps, conduct a book drive in the U.S. to have books (written in Portuguese) donated to all teachers in the school, all but one teacher told them that they would not use these donated books explaining that “I would not use them as I have never done so”, “I would not have time to use them”, “I do not know how to use them” or variants of these answers.

One secondary level teacher stated that the practice of using children’s books in primary school is rare among teachers in Cabo Verde. Citing poverty and the lack of bookstores or libraries on certain islands or out in the countryside, he told the group that the use of children’s books is impractical for most teachers on Cabo Verde. He noted that secondary level teachers of history and geography do not use historical novels (not even novels depicting the history of Cabo Verde) and science students do not normally read biographies of great scientists, citing access to books as the most likely reason this approach has never taken hold. One adult (a parent) told one Study Tour member, “In order for us to see books all over Cape Verde, books would have to be made available in the schools by the government. Many parents cannot afford even the basics for survival, so how can they afford books for their children?” One teacher told the group, “Until the government sees the importance of providing children’s books to schools, we will simply do as we have for a long time.”

A Cape Verdean teacher at one of the primary schools visited, when asked about developing a school library, said, “There is no library here, but the government has promised one in the future. We are waiting and we think that someday it will come.” Other than textbooks, no teachers in the buildings visited had children’s books in their classrooms, and none bring books from home because, as a number of teachers told one of the Study Tour groups, they do not own any. Teachers in one of the schools visited told

group members that “only the elite have books at home”, with one teacher saying “The children with well-educated parents will have their own books at home, but most of the other children will have to learn to read very well without them.”

During a visit to a primary school on Fogo Island, each teacher at the school was asked to compile a “wish list” of one or two children’s books that each would like to have available in their classrooms. In a follow-up conversation the next day, the *gestora* of the school told the group that teachers were unable to compile that list, or even name one children’s book that they would like to have available in their classroom. “We don’t know of any,” she said. “Perhaps you can pick one for us?”

Statement of the Problem

It’s widely accepted that successful literacy programs are ones which combine teacher-directed instruction in literacy skills with the regular, sustained reading of both narrative stories and expository text (Anderson, 1996; Au, Carroll, & Scheu, 1997; Freppon & Dahl, 1998; National Reading Panel, 2000; Pressley, Rankin, & Yokoi, 1996; Shanahan, Timothy, 2005; Snow, Burns, & Griffin, 1998), as well as children’s self-authored stories (Eakle & Garber, 2003). Literacy educators note that literacy programs which fail to balance these constructs in the best ways possible may fail to maximize literacy learning for students taking part in these programs.

As mentioned previously, researchers Commeyras and Inyega (2007), supported by a grant from the International Reading Association, published “An integrative review of teaching reading in Kenyan primary schools” in *Reading Research Quarterly*. This article was comprehensive in its review of the literature and its resultant descriptions of the state of reading and reading instruction in Kenya. Information for the study was gleaned from academic literature; from books, (including those found only in Kenyan libraries); from interviews with Kenyans and Kenyans living abroad, (including librarians, primary teachers, school administrators, and students and faculty of Kenyatta University); and from Kenyan textbooks.

Findings from their study addressed many of the same issues that seem extant on Cabo Verde, issues such as: a traditional culture of oral literacy over reading and writing, problems with bilingualism and/or monolingualism, possibly ineffective or outdated

approaches to reading instruction being used by primary teachers, a lack of knowledge by teachers of current reading theories, a lack of available materials for reading instruction, problems with assessment in reading, and a lack of professional development for teachers. (Commeyras & Inyega, 2007).

These findings seem to parallel many of the observations that were noted during classroom visits and subsequent conversations conducted for the two university Study Tours to Cabo Verde discussed above. At the end of their article, Commeyras & Inyega write, “We encourage others to follow our example and to locate all pertinent literature and to conduct a review of the state of reading education in each of the African countries... for the benefit of all of us who are working to promote and improve reading on the African continent.” (Commeyras & Inyega, 2007, p. 278).

In light of this recommendation, and because these same issues were observed in classrooms in Cabo Verde, support was strong for a full review of the state of reading and reading instruction in the Cape Verdean Republic.

Research Questions

In order to study the above observations of Cape Verdean reading attitudes and reading instruction approaches in a formal manner, to examine whether they hold true for the entire nation of Cabo Verde, and to fill a gap in the literature, a study was designed and implemented, with the over-arching research questions: “What methods and materials do primary level teachers in Cabo Verde use to teach children to read?” and “What attitudes do these teachers hold concerning academic reading, pleasure reading, and the use of children’s books for reading instruction?”

Literature Review on Cape Verdean Reading Instruction and Reading Attitudes

In order to begin examining the study’s focus questions on reading instruction and reading attitudes in Cabo Verde, a literature search on reading, reading attitudes, and reading instruction for Cabo Verde, similar nations in Africa, and other small island developing states (SIDS) was conducted. Published papers (in English) concerning education on the African continent were fairly well represented and, perhaps not surprisingly, the literature on continental African schools painted a picture that validated

points which emerged from the informal Study Tours conducted in 2010 and 2011, which were continued in some way with the current study. That is, while African teachers indicate they would like all of their students to be fluent and voluntary readers, they cite at the same time poverty, language issues, a lack of resources, and a strong oral tradition as barriers to that goal. Studies on African literacy indicate that veteran African teachers may not have been trained in modern techniques for literacy instruction, and few may understand the research-based importance of using story books as part of a balanced approach to literacy instruction. African teachers generally do not have books readily available to them, they themselves are often not pleasure readers, and post-colonial and utilitarian views on literacy seem to prevent, or make difficult, any change (Anderson, R. 1996; Commeyras & Inyega, 2007; Nzomo, Kariuki & Guantai, 2001; Onyamwaro, 1990).

While the above information on literacy instruction in Africa proved informative, papers published specifically on reading, reading attitudes, and reading instruction in Cabo Verde, were found to be totally non-existent, supporting the need for the current research project and the subsequent dissemination of its results.

Methodology and Materials

The current study centers on instructional methods and materials used by Cabo Verde's primary level (Grades 1-6) teachers during reading instruction, as well as their attitudes on children's reading, either during school or after school. Visits were made to all inhabited islands of Cabo Verde over five separate one-week intervals, over a ten month period, to examine in a formal manner the state of reading and reading instruction in that small island developing nation. Data was obtained through the distribution and collection of surveys given to 2972 primary level Cape Verdean teachers reported by the Ministry of Education and Sport as employed in the nation at the time of the study. Questions on the surveys asked for demographic information from teachers, information about their approaches to reading instruction, the materials they use to teach reading to primary-age children, and the training they've received in this area. The surveys also asked these teachers about their own personal reading habits, the reading habits of their students and other Cape Verdean adults, and their opinions about using children's literature to teach

reading in primary school. Finally, formal face-to-face interviews with 116 teachers were carried out, in order to help clarify answers from the surveys.

Since support and access are necessary components of any international project such as this, the study began with identifying key individuals and requesting their support for the study's implementation, including supporting the distribution, completion, and collection of surveys, and insuring access to schools in Cabo Verde where interviews with teachers would be conducted. Introductions by the Cabo Verde Minister of Education and Sport led to contacts with at least one superintendent of schools on each of the nine inhabited islands of Cabo Verde. These administrators (*Delegados* in Cape Verdean Criole) all promised their full support for the study.

To gather first-hand information on reading and reading instruction in Cabo Verde, a survey was developed (first in English and then translated into Portuguese), consisting of nineteen (19) Likert-like questions and one (1) open response question on reading attitudes and reading instruction in Cabo Verde, to be distributed to the subjects of this study, i.e. all Cape Verdean primary school teachers currently employed at the time of the study. (See Appendix 1 for English version and Appendix 2 for Portuguese translation of the survey).

In order to better understand and expand upon information gathered from the surveys, it was decided that 1:1 interviews with randomly selected members of the target group, (primary level Cabo Verde teachers) would be included in the design. Interview protocols were developed, the *Delegados* were contacted and timelines for island research visits were confirmed. Each *delegado* identified, at random, two primary schools within their jurisdiction and contacted the *gestors* (principals or directors) of these schools, securing access for the research study. These *gestors* then selected at random a minimum of five teachers each to participate in 1:1 interviews with this researcher. Given that some schools visited were only one-room or two-room schoolhouses, if there were fewer than the hoped-for five teachers in any school, all teachers in the school were interviewed. This researcher then conducted, through an interpreter fluent in English, Portuguese, and Cape Verdean Creole, private interviews with each randomly selected teacher, using the same set of structured interview questions. (See Appendix 3 for a list of the interview questions.)

Interview results were intended to illuminate the results of the surveys, to help explain possible areas of incongruence, and to shed light on some of the study's limitations.

As noted above, a total of 116 primary level teachers participated in face-to-face interviews for this study, and in many cases, the results of the interviews paralleled answers found on the surveys. Possible reasons for any variation are described in the Discussion section, below.

Once the information from the interviews and surveys was purposefully collected, survey data was systematically organized, coded, entered into a spreadsheet, and analyzed. Surveys were coded by island only, (“Fogo Island 1”, “Fogo Island 2”, etc.), and interviews were coded only with an alphanumeric code by island, (ex. teachers interviewed on Fogo Island were coded as “F1”, “F2”, etc.), and not by individual teacher names. Not all subjects answered all questions on the survey.

Out of the 2972 surveys distributed, 1071 surveys were returned for a total return rate of 36 percent (36%). Table 1 depicts the total number of returns, broken down by individual islands.

Table 1.

Island Name:	Number of Returns
Brava (BR)	73
Boa Vista (BV)	32
Fogo (FO)	38
Maió (MO)	28
Sal (SL)	44
São Nicolau (SN)	43
Santiago (ST)	201
Santo Antão (SA)	108
São Vicente (SV)	302
Island Unidentified on Questionnaire (UN)	201

On the survey, the first question primary level teachers on Cape Verde responded to was “How many years of experience do you have as a teacher?” The 1061 subjects who answered this question indicated their maximum number years of teaching experience to be 36 years (n=1) and the minimum number to be 1, (n=2) with the average number years of experience teaching to be 16.5 years.

Next, subjects were asked to indicate the grade they were teaching during the year the study was conducted. Responses are presented in Table 2.

Table 2. What grade are you teaching this year?

First Grade	217
Second Grade	231
Third Grade	194
Fourth Grade	198
Fifth Grade	181
Sixth Grade	196
Teaching a mixed grade (ex. Both 1 st and 2 nd grade children in the same classroom)	137

Subjects were then asked, “Do you teach children in your class how to read?” 1010 subjects responded “yes” and 61 either responded “no” or did not answer the question.

The survey then asked subjects about the training they’ve received in teaching reading to children or in improving a child’s ability to read. Currently, individuals working towards credentials to be primary level teachers can typically be expected to receive their training at a two-year institution such as Cabo Verde’s Institute of Pedagogy, located on Santiago Island. For the question, “Where have you received your training for teaching children how to read?” most responses followed expectations, with 869 respondents indicating that they received their training at the Institute of Pedagogy. In addition, a number of teachers checked off more than one box, and some checked off “other” without explanation.

Table 3. Where were teachers trained?

In my teacher education program at University	76
In a formal teacher training program other than one at University (such as the Institute for Pedagogy)	869
From colleagues at my school	123
I am self-taught	137
Other	60

Cape Verde Teachers' Approaches to Reading Instruction:

The survey asked teachers "What approach do you use most often when teaching children to read?" While a numerical majority of Cape Verdean primary teachers indicated the approach they use most often is "An approach which emphasizes teaching whole words first and then examining the parts of those words later on" (579 respondents), almost the same number of teachers responded that they use "An approach which emphasizes teaching letter sounds and syllables before teaching whole words" (437 respondents). Forty two teachers (42) responded "other" and some checked off more than one choice.

As discussed above, interviews were given to randomly selected teachers, in order to illuminate the results of the surveys. The first interview question was, "How do you teach reading to your students, or if your students can already read, how do you help them become better readers?" Answers to this question showed that over 90% of interviewed teachers teaching in the early primary grades (grades 1-3) use a bottom-up approach to teaching reading, one which emphasizes writing word parts, short words, or phrases on the blackboard, having children read those word parts, words, and phrases, and asking students to copy them; teachers in grades 3-6 answered in the interviews that their emphasis was on whole words, grammar, vocabulary, and comprehension, with only 11% of those interviewed indicating they continued to teach phonemic awareness or phonics after grade 2, even for those students who had not yet mastered these skills. One early primary teacher remarked, "I start with how to draw the letters, then we put the letters into words, break the words into syllables, study how the syllables sound, go back to words, then short phrases, then longer phrases." Another said, "I'm teaching letters now, and at the moment when the student knows the letters we move to the sounds they make, then to syllables after that, and then to whole words and phrases." Teachers in grades 3-6 noted that their emphasis was more on grammar and vocabulary, with one interviewed fourth grade teacher saying that students "already know the words after this point so we must work on other things."

Instructional Materials

In an attempt to find out what types of instructional materials Cape Verdean teachers use to teach reading, teachers taking part in the face to face interviews were asked, "Do you teach reading using the government provided reading textbook? If so, what do

you think of this textbook?” (Teachers were not asked this question on the surveys). All 116 teachers interviewed answered that they do, in fact, use the government provided textbook, though at least half of the subjects answered that they also supplement that textbook with material they photocopy from Portuguese textbooks donated by friends, relatives, and benefactors from Portugal, Brazil, or the U.S. A teacher on Santiago Island stated, “We have to add always to the government textbook because that textbook is so bad.” A teacher on Fogo Island noted, “I use the government material, but if I want (my students) to learn more, I use copies of a resource book from Portugal because our textbooks are poor.” 100% of the interviewees responded that they do not like the government provided textbook, and most cited the books’ plain appearance, bland stories, and insufficient exercises as reasons. In addition, a high percentage stated that the textbook failed to address “Cape Verdean reality” and needed to be upgraded in that regard.

In the surveys, subjects were asked “Do you use children’s story books to teach children how to read, or to improve their reading skills?” Eight hundred and thirty eight (838) respondents responded “yes”, which represents a very large majority, 78% of those answering. Two hundred and thirty three answered either “no” or did not respond to the question.

Subjects answering “yes” to the previous question were then asked to indicate how they use children’s story books, and to check all that apply. The primary reasons subjects indicated that they use children’s storybooks is to help children develop a love of reading and a love for books, and to increase reading comprehension. A number of teachers indicated more than one reason for using these materials, resulting in a total number of responses greater than the 1071 surveys collected.

Table 4. How/why do teachers use children’s story books in reading instruction?

To teach children to use context in order to identify unfamiliar words	463
To teach children about story structure	395
To improve children’s reading comprehension	721
To help children develop a love of reading and a love for books	808
Other	38

In the face-to-face interviews, subjects were asked five questions which centered on the use of children's storybooks in the classroom. To the question, "Do you ever use story books as part of your approach to reading instruction?" Ninety percent (90%) of teachers teaching in grades 1, 2, and 3 stated that they did use story books as part of their approach to reading instruction, though the face-to-face interviews showed that Cape Verdean teachers' concept of the term "story book" was different than that being used operationally for the study: a book (appropriate for the grade level ability of the reader), which tells a complete story through prose, is amply illustrated to help early readers comprehend the text, is illustrated for students in grades 1-3 but may or may not be illustrated for children in grades four, five, or six. After asking the interviewees this question and recording their responses, the interviewer then took samples of children's storybooks out of hiding (for example, "*A Cama Magica*" an illustrated children's book about a magic bed written by Denise Kracochansky and illustrated by Rubens Lima) and presented them to the interviewees, asking, "Do you mean you use books like these?" Only 12% of the interviewees teaching in grades 1-3 responded "Yes" when shown these books and asked this question. All others responded "No, not like that", or some other variation of that answer. When pressed to explain what they meant by children's storybooks, interviewees described short selections (maximum one book page in length) with an accompanying illustration; or content-based comic books (one third grade teacher took from her shelf a comic book describing proper oral hygiene), literacy skill workbooks with cartoon illustrations, or religious pamphlets illustrated with drawings appropriate for children. Only 5% of interviewees teaching in grades 4-6 answered that they used children's storybooks for literacy instruction, after the definition was clarified for them.

When asked, "If no, why not? If yes, how do you use them?" (in reference to children's story books) teachers being interviewed responded in much the same way as subjects did when answering in the surveys. The most common answer given regarding why teachers may not use storybooks as part of a reading instruction program was that the reading of storybooks is not part of the government required literacy curriculum and there is little time to fit them in. One teacher on Santiago Island stated "...it is very simple, there is no time." The second most common reason given was that books are not readily available. One teacher explained, "We don't have any books like that here in the school".

For the early primary teachers who indicated that they did use storybooks as part of their reading instruction program, their reasons for doing so focused on the storybook's ability to motivate children to read. A teacher on the island of Maio stated, "I have a reading corner and I use the reading corner twice a week. During the break time they can go to the reading corner where my few books are located. During their Portuguese reading lesson, I sometimes ask one student to go get one of the books, sometimes I choose the book, and sometimes the students choose the book. One student will read a page from the book and then I ask the class to summarize that page. In addition, we have chapter books, and sometimes one student will read a chapter and I will ask students to orally tell the story of the chapter, other times I will have them write about the story. This is all very motivating for the children."

When asked how often they used storybooks in class, most teachers stated that, at most, they averaged using them only about one time per week; and all interviewees (100%) noted that they never built their reading lessons around the storybooks, but rather, if they used them at all, they used them as a supplement to the government provided textbook. For these few teachers who indicated that they use storybooks in the classroom, most told the interviewer that they read the books to their students and students do not read them on their own during instruction, though they are allowed to read the books during breaks.

In the surveys, subjects who answered in the previous question that they did not use children's story books during reading instruction were asked, "...please indicate why you do not use children's story books to teach children how to read..." , and they were asked to check all choices that apply. Most often (n=178) survey respondents felt that they didn't use story books to teach children how to read because any story books available to them did not relate to the lives of Cape Verdean children. Most respondents checked off more than one choice, with the most common other choice being "I have no storybooks available to me" (n=123).

Table 5. Why do you NOT use children’s storybooks in reading instruction?

Children can learn to read without the use of story books.	84
Cape Verde teachers are not trained in the use of story books to teach reading.	102
Story books are not included in the government curriculum for reading	94
I have no story books available to me	123
There are few story books related to the lives of Cape Verdeans.	178
Other	14

Seven hundred and thirty-two respondents (732) indicated in the next survey question that they would not use children’s story books even if such books were donated to them.

For the next question, primary level teachers in Cabo Verde were asked, “If you checked “yes” to Question 9 above, how would you use story books that were given to you? (Check all that apply)”. All survey respondents answered this question, indicating a possible disconnect between what was being asked and responses given, especially in light of the indications that so many teachers noted that they would NOT use children’s story books if some were donated to them. Responses to this question are presented in the table below.

Table 6. How would you use story books that were given to you?

To teach children to use context in order to identify unfamiliar words	308
To teach children about story structure	283
To improve children’s reading comprehension	505
To help children develop a love of reading and a love for books	549
To enrich their vocabulary.	490
Other	16

The next survey question asked, “If you checked “no” to Question 9 above, why would you NOT use the books that were given to you? (Check all that apply)” Results of this question closely mirrored results for those who said they didn’t use them in the first place. Six respondents checked “other” as the reason why they would not use children’s books for reading instruction. Five indicated that they would not use them because they had no time to do so and one made no indication as to why he/she would not use them.

Table 7. Why would you NOT use books if they were given to you?

Children can learn to read without the use of story books.	86
I do not know how to use children's books for reading instruction	55
Story books are not included in the government curriculum for reading	9
I have never used story books to teach reading	28
Other	6

Next, survey respondents were asked, "If you currently have any story books in your classroom, how many do you have?" As the question was written, two hundred thirty six subjects checked off "1-5 storybooks", 125 checked off "6-10 story books", and 81 checked off "More than 10 children's story books". Six hundred and twenty-nine teachers (629) did not respond to this question at all.

Table 8. Number of children's storybooks teachers have in their classrooms

1-5 children's story books	236
6-10 children's story book	125
More than 10 children's story books	81
No response	629

Since face-to-face interviews showed that teachers who stated that they did have story books in their classrooms told the interviewer that they had only one or two of these, it might have been better to ask this survey question in compliments of two rather than five (i.e. 1-2 storybooks, 3-4 storybooks, 4-5 story books, etc.). It might be the case that individuals checking off "1-5 children's story books" on the survey choices might only have one book in their possession.

Attitudes on Reading

Because it was hypothesized that overall attitudes on reading might influence the use of certain types of classroom materials as well as specific approaches to reading instruction, teachers were asked questions relative to these constructs on both the surveys and during the face-to-face interviews. It was further hypothesized that the presence of

school libraries might indicate an attitude by teachers, administrators, and governmental authorities, that a collection of books and a place to read them were important.

To examine this, teachers were asked, both on the survey and in the interviews, “Does your school have a school library?” 336 survey respondents answered “yes” to this question (31%), the rest either did not respond or answered “no”. As a follow up, subjects who answered that their school did have a school library were asked, “If your school has a library, approximately how many children’s story books are contained in that library?” 707 (66%) did not answer this question. In the interviews, only 20 out of 116 teachers interviewed answered that there was a library in their school, the rest either avoided the question, did not answer, or simply stated that they were unsure. Of those who did answer, 138 responded that there were more than 20 children’s storybooks in that library, and 54 answered that there were only 1-10 storybooks there. 140 subjects indicated that while there was a library in their school, they did not know how many story books were contained in that school library.

Table 9. Number of story books in your school library

1-10 children’s story books	54
11-20 children’s story books	32
More than 20 story books	138
I do not know	140

It has been noted previously that no Cape Verdean adults or children were observed sitting outside reading a book during tours of Fogo or Santiago Islands by Study Tour participants, and one reason given by CV teachers was that not many Cape Verdean children actually have access to books to read; in order to examine this more closely, the next question on the survey asked, “Please estimate the percent of your students who have children’s story books available to them at home”. 730 subjects (68%) responded to this question. On average, subjects responded that approximately 25% of their students have story books available to them at home. One teacher responded that 100% of her students have story books at home and one teacher responded that 0% of her students had story books available to them at home. Interview responses followed along the same lines, with

interviewees noting that the vast majority of their students had no storybooks at home, though some of the more affluent children in their class probably do own a few.

When asked how many children's story books the teachers have at their homes, 416 (41%) responded that they had one to five children's story books at home, 240 (24%) responded six to ten story books at home, 255 (25%) stated that they have more than 10 children's story books at home, and 94 subjects (8%) responded that they had zero children's story books at home. 66 teachers did not respond to this question.

Table 10. Number of children's story books teachers have in their home

I have 1-5 children's story books at home	416
I have 6-10 children's story books at home	240
I have more than 10 children's story books at home	255
I have no children's story books at home	94

Since it had been observed previously that no Cape Verdean adults were observed sitting and reading a book during wait time, free time, or on buses or airplanes, the study asked subjects "How many novels (adult books of fiction) do you have at home?" Subjects responded with close to the same percentages as the question above. One hundred sixteen teachers (116), approximately 11% did not respond to this question, but of the 955 who did respond, 353 (37%) stated that they have between 1 and 5 adult level novels in their personal library at home, 216 (23%) responded that they have six to ten novels at home, 302 (32%) responded that they have more than 10 at home, and 84 (8%) responded that they have no novels in their personal library.

Table 11. Number of novels teachers have at home

I have 1-5 novels at home	353
I have 6-10 novels at home	216
I have more than 10 novels at home	302
I have no novels at home	84

Teachers were then asked questions about Cape Verdean attitudes on reading for pleasure. To the question, "Approximately how many hours per week do you estimate most of your students spend reading for pleasure outside of school?" Two hundred six (23%) of

the 910 responding to this question said that their students spend zero hours per week reading for pleasure outside of school, 656 (72%) responded that their students spend 1-5 hours per week reading for pleasure, 40 (4%) stated that their students spend 6-10 hours per week reading for pleasure outside of school, and 8 teachers (approximately 8%) responded that their students spend more than 10 hours per week reading for pleasure outside of school.

Table 12. Number of hours students spend reading for pleasure outside of school

Zero hours per week	206
1-5 hours per week	656
6-10 hours per week	40
More than 10 hours per week reading for pleasure outside of school	8

Subjects in the face to face interviews were also asked if they felt their students ever read books, for pleasure, at home. Most teachers responded that while they feel a percentage of their students do, this percentage was always less than 20% of their class, with the number of students doing so declining as student grade levels increased, from grade one to grade six. When asked why teachers thought most of their students did not read for pleasure, the most common answer was that except for those living in a major city, most Cape Verdean families are too poor to purchase storybooks for their children. During the face to face interviews, one teacher on Sao Vicente Island told the interviewer, “For students, story books are very expensive. For the young children you might buy a story book for 150\$ (150 Cape Verdean escudos), but for fourth or fifth grade students a story book might cost 1000\$. There is very little money for this, whether it is at school or at home. There is just no money for these story books.”

When asked if they thought many Cape Verdean adults read for pleasure, over 90% of the interviewees stated that Cape Verdean adults are not in the habit of reading for pleasure, and that most do not do so. The most common reason interviewees gave for this was that reading for pleasure is not part of the Cape Verdean culture. The same high percentage (over 90%) was true for the interviews, as well. A Sao Nicolau teacher stated, “Cape Verdeans will read at least in elementary school, but less in high school and not at all after high school. This is a matter of culture. We have always been shown that books

are not part of our culture. We don't see people with books, we don't use books at home. It is just not part of who we are."

Most interviewees said they, themselves, don't often read fictional novels for pleasure, preferring to watch television, talk with family and friends, and pass the time in ways that do not include reading books. Again citing the high cost of books, the absence of libraries throughout the nation, (especially in the countryside), and a lack of "reading models", almost all interviewees described an oral culture that proceeded along and progressed well without the reading of novels, romances, or storybooks. As one interviewee commented, "If we want to know something, we ask somebody, if we want to pass the time, we busy ourselves with things that need doing." Another teacher replied, "It's just that we don't like to read, only when we must."

In an effort to discover the reading habits of the teachers themselves, the final question on the survey asked subjects, "Approximately how many hours per week do you spend reading for pleasure outside of school?" Out of 993 individuals responding to this question, 23 (2%) reported that they spend zero hours per week outside of school reading for pleasure, 591 (60%) responded that they spend approximately 1-5 hours per week reading for pleasure, 295 (30%) responded that they spend 6-10 hours per week reading for pleasure, and 84 (8%) responded that they spend more than 10 hours per week reading for pleasure outside of school.

Table 13. Number of hours per week teacher spends reading for pleasure.

Zero hours per week	23
1-5 hours per week	591
6-10 hours per week	295
More than 10 hours per week	84

Interview responses were somewhat different than survey responses, however, with over 90% of subjects stating in the interviews that they do not read for pleasure, or that they rarely do so.

Finally, survey subjects were asked a last question, which required a narrative answer, regarding the reading attitudes of Cape Verdeans. They were asked, "What attitudes do you think Cape Verdeans, from all walks of life, have about reading story

books or novels for pleasure? Though answers varied, ninety-one percent of those responding (91%) noted in some manner that they felt Cape Verdeans have developed a culture that embraces conversation and an oral tradition and is less interested in reading novels, children's stories, and other fictional literature. Interview results were the same. One first grade teacher from Sao Nicholau stated, "Cape Verdeans will read at least in elementary school, but less in high school and not after high school. This is a matter of culture."

Throughout the study, results from the surveys and results from the interviews were most often in agreement, though there were areas where different responses were evident. To the question "How do you teach your students to read?" the most common answers on *both* the surveys and the interviews were approximately evenly split between an approach which emphasizes teaching whole words and examining the parts of these word and teaching letter sounds and syllables, and moving from there to whole words, though in the interviews results demonstrated what might typically be expected: that Grade 1-3 teachers indicate that they most often use a bottom-up approach to teaching reading, (consisting of first teaching letters, then moving to sounds, and finally to words), while Grade 4-6 teachers indicate that they use a top-down approach, starting with naming whole words and, only when students could not immediately identify words in this manner, leading them through a typical process of word identification, such as breaking the words into pieces and sounding them out. One Grade 6 teacher stated, "My students all can read, but if for some reason they cannot read a new word that I have given them, I tell them to try and figure it out using the pieces and then perhaps the sounds."

On the surveys, however, the data shows no clear split between the grade level taught and the teaching approach utilized, and responses are spread evenly across *all* grade levels. When divided by grade level and by teaching approach, results on the use of a Bottom-Up approach are almost fifty-fifty (273-231 respondents). (See Tables 14-15, below).

Table 14. Grades 1-3 Teachers who utilize a Bottom-Up approach to reading instruction

Grade 1 teachers	98
Grade 2 teachers	93
Grade 3 teachers	82
Total:	273

Table 15. Grades 4-6 Teachers who utilize a Bottom-Up approach to reading instruction

Grade 4 teachers	84
Grade 5 teachers	84
Grade 6 teachers	63
Total:	231

When survey respondents who indicate they utilize a Top-Down approach to reading instruction are divided by grade level, results here are almost fifty-fifty (334-321 respondents), as well. (See Tables 16-17, below). In addition, it should be noted that 110 respondents overall checked off that they use both Bottom-Up and Top-Down approaches to reading instruction, or indicated that they teach more than one grade level.

Table 16. Grades 1-3 Teachers who utilize a Top-Down approach to reading instruction

Grade 1 teachers	110
Grade 2 teachers	123
Grade 3 teachers	101
Total:	334

Table 17. Grades 4-6 Teachers who utilize a Top-Down approach to reading instruction

Grade 4 teachers	101
Grade 5 teachers	102
Grade 6 teachers	118
Total:	321

Discussion:

While there was general agreement between the results from the surveys and those from the interviews, some interview results did not correspond to survey results for the same questions. Possible reasons for these discrepancies could be due to a number of different factors, including difficulties encountered when one conducts research in more than one language, in this case, Portuguese, Cape Verdean Creole, and English. All face-to-face interviews were conducted through a translator who is fluent in all three of these languages, though it cannot be stated for certain that questions and answers were always translated as the researcher intended, though every effort was made to give an exact translation. Since the translator in this case is fluent in all three languages, however, and understood clearly the requirements for asking questions and translating responses exactly as given, one would assume this concern was minimized to the greatest extent possible.

In addition, the surveys were written by the researcher in English and then translated into Portuguese by a graduate student who is fluent in both spoken and written English, Cape Verdean Creole, and Portuguese. Clarity of translation and especially the use of vocabulary as intended by the researcher may have affected answers given by teachers to questions on the surveys. As an example, some teachers noted that they taught “in phrases”. To the researcher the word “phrase” indicated a couple of words strung together, an incomplete thought, or a short sentence ending without punctuation. In both Portuguese and Cape Verdean Creole, the word “phrase” is translated as “sentence”.

The most important example of the issue of translation is the difficulty interviewees had with the word “storybooks” when referring to children’s literature, a difficulty that might have occurred when teachers filled out the surveys, as well. The operational definition of the word, as utilized for this study, was intended to mean a fiction book which tells a complete story through prose, written at the appropriate grade-level ability of the reader, and is amply illustrated to help early readers comprehend the text, (though it may or may not be illustrated for children in grades four, five, or six). A number of different terms for “children’s literature” were used during the initial observations and the Study Tour pilot investigations for this research, but teachers involved were very often confused by translations of these terms. The terms “children’s literature” (translated as *literatura infantil*), “literature for young people” (translated as *literatura juvenil*) and “children’s

books” (translated as *livros infantis*) seemed to cause great confusion among subjects involved in the Study Tour discussions mentioned previously. Consultation with staff members from the Cape Verde Ministry of Education and Sport, Cape Verde teachers who are fluent in Portuguese and English, and faculty from the University of Cape Verde produced a consensus that the term *livros de contos infantis* would be best, and translating it as “children’s storybooks” would cause the least amount of confusion. That term was settled on and used throughout the study, but teachers’ ideas about the meaning of that term continued to be different from the study’s intended meaning. Survey results showed a very high percentage of teachers stating that they used these materials regularly in their reading instruction program, but once examples of intended book types were shown to interviewees, only 12% of interviewees teaching at the early levels gave that same answer, and only 5% of interviewees teaching in grades 4, 5, or 6 did the same.

Children’s magazines (3 or 4 pages in length) with academic content (such as “Oral Hygiene” or “Good Nutrition”) and illustrated with cartoon drawings were identified by interviewees as “children’s storybooks”, as were religious pamphlets with cartoon illustrations of quotes from the Bible. When teachers did identify a children’s storybook that fit the operational definition of the study, they revealed that most often they read at most only a page or two from the book, that the teacher read the selection to the class and children did not read the book on their own, and that they rarely read the entire book in one sitting. One primary teacher, who indicated that he did use storybooks for reading instruction, was asked, “How often do you read the book from cover to cover?” He replied, “I don’t know what you mean” and was asked “How often do you read the book to your class in its entirety?” He said again that he did not understand and was asked, “How many times a week do you read a book to your class, beginning on page 1 and continuing to the last page, like this one which is page 14”? He insisted he did not understand and again the interviewer asked, “Do you ever start at the beginning of the book and read it to the class all the way to the end of the book?” He shrugged his shoulders and smiled; after demonstrating by reading each page one at a time from the beginning of the book to the end of the book, the interviewer asked, “How many times per week do you read a book to your class in that manner?” He finally replied, “I don’t do that.”

Support provided by the Cape Verde Ministry of Education and Sport may have played a role in study results. All surveys were distributed across the nation by the Ministry, who requested of *Delegados* that they distribute them to all schools in their jurisdiction. Since survey respondents knew that the survey project was endorsed by the Ministry, it is possible that answers tended towards those that respondents felt the Ministry would like to have them give.

While principals at the schools where interviews were held were notified by the superintendents that they were to allow the interviewer access to five teachers, no specific mention of the Ministry was made, and no connection to the surveys that these teachers had filled out previously was given. It is, however, possible that interviewees connected the content of the interviews with surveys they had filled out months previously, and attempted to answer in the same manner. Though there is no solid consensus on this phenomenon, Hawthorne effects may have been evident during the face to face interviews whereby the teachers being interviewed may have changed the description of their actual instructional behaviors in response to an awareness of the above. After interviewing two teachers at a primary school on Brava and asking to see another one, the principal replied, “Why interview more, they’ll all say the same thing.”

While the interview question of whether or not teachers use children’s storybooks during reading instruction elicited answers very different from the same question on surveys, when subjects were asked to indicate how they use children’s story books in the classroom the primary reasons subjects gave in the interviews was the same as that given on the surveys, i.e. to help children develop a love of reading and a love for books, to motivate children to read more, and to increase reading comprehension.

When teachers responded that they did not use storybooks to teach children to read, the reasons given in the interviews were similar to those found on the surveys. Most teachers told the interviewer that they didn’t use storybooks because there were few books available to teachers and that most schools did not have a library. In addition, other common answers included that the books teachers did have available to them did not relate to the lives of Cape Verdean children or that they did not have time to fit them into the mandatory reading curriculum.

Conclusions

Like the subjects in the Commeyras & Inyega (2007) study on African teachers mentioned above, Cabo Verde teachers indicate that while they would like their students to be fluent and voluntary readers, they cite at the same time poverty, language issues, a lack of resources, and a strong oral tradition as difficulties they face in achieving that goal. Also similar to the findings on African teachers mentioned above (Commeyras & Inyega, 2007; Nzomo, Kariuki & Guantai, 2001; Onyamwaro, 1990), primary level teachers in Cabo Verde represent a population that, on average, do not have books readily available to them, are often not pleasure readers themselves, and may not understand the research-based importance of using story books as part of a balanced approach to literacy instruction. In addition, data shows that on average this population of teachers was trained in teaching reading approximately 16 years ago, (many, over 20 years ago) and may have had little or no professional development in literacy education since that time (Creamer, 2013).

Yet for Cabo Verde, Commeyras & Inyega's concern that post-colonial and utilitarian views on literacy seem to prevent change in African schools, may not apply. Conversations held as part of this study with Ms. Fernanda Marques, at the time Cape Verde Minister of Education, as well as faculty and administration from the University of Cape Verde and the Cape Verde Institute of Pedagogy, point towards an understanding of these concerns, with an eye towards modernization and change. A new reading program for all of Cabo Verde has been developed and plans for implementation are moving forward, and teacher training at both of the above named institutions seems to be moving in the same direction. Further research on these steps is certainly called for.

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Appendix 1. Survey for Teachers



A questionnaire for Primary Level Teachers

This questionnaire is for all primary level teachers in Cabo Verde. It is designed to help clarify approaches to reading instruction currently being used in Cabo Verde, and to examine reading attitudes throughout the nation. The results of this important study will become part of the Ministry of Education's on-going attempts to improve literacy in Cabo Verde.

THERE IS NO WAY TO IDENTIFY YOU PERSONALLY.

Your participation in this study is completely anonymous and all responses will be kept strictly confidential. Once data is accumulated and analyzed, all completed questionnaires will be destroyed.

PLEASE ANSWER THE QUESTIONS BELOW:

1. How many **years of experience** do you have as a teacher?
_____ years of experience
2. What **grade** do you teach **this year**?

3. Do you **teach children** in your classroom **how to read**?
 Yes
 No (If you answered "No" to this question, you may skip to down to Question 16)
4. Where have you **received your training** for teaching children how to read?

-] In my teacher education program at University
-] In a formal teacher training program other than one at University (such as the Institute for Pedagogy)
-] From colleagues at my school
-] I am self-taught
-] OTHER (Please use the back of this sheet to explain)
5. What approach do **you use most often** when teaching children to read?
-] An approach which emphasizes teaching **letter sounds and syllables before** teaching whole words
-] An approach which emphasizes teaching **whole words** first and **then examining the parts** of those words later on.
-] OTHER (Please use the back of this sheet to describe this approach)
6. Do you **use children’s story books** to teach children how to read, or to improve their reading skills?
-] Yes
-] No
7. **If you answered “yes”** to Question 6 above, please **indicate below HOW** you use **children’s story books** to teach children how to read (check all that apply). **If you answered “no”** to Question 6 above, please skip down to Question 8.
- I use children’s **story** books: (Check **all** that apply)
-] To teach children to use context in order to identify unfamiliar words
-] To teach children about story structure
-] To improve children’s reading comprehension
-] To help children develop a love of reading and a love for books
-] OTHER (Please explain on the back of this sheet)
8. **If you answered “No”** to Question 5 above, **please indicate why you DO NOT** use children’s story books to teach children how to read (check all that apply).
- I do not use children’s story books because: (Check **all** that apply)
-] Children can learn to read without the use of story books.
-] Cape Verde teachers are not trained in the use of story books to teach reading.
-] Story books are not included in the government curriculum for reading

- I have no story books available to me
- OTHER (Please explain on the back of this sheet)
9. **If you checked** “I have no story books available to me” in the question above, **would you use** story books if you were **given** some?
- Yes
- No
10. If you **checked** “**yes**” to Question 9 above, **how** would you use **story books** that were given to you? (Check **all** that apply).
- To teach children to use context in order to identify unfamiliar words
- To teach children about story structure
- To improve children’s reading comprehension
- To help children develop a love of reading and a love for books
- OTHER (Please explain on the back of this sheet)
11. If you **checked** “**no**” to Question 9 above, why **would you NOT use** the books that were **given** to you? (Check **all** that apply)
- Children can learn to read without the use of story books.
- I do not know how to use children’s books for reading instruction
- Story books are not included in the government curriculum for reading
- I have never used story books to teach reading
- OTHER (Please explain on the back of this sheet)
12. If you currently have any **story books** in your classroom, **how many** do you have? (If you have **no story books** in your classroom, please skip to Question 13)
- 1-5 children’s **story books**
- 6-10 children’s **story books**
- More than 10 children’s **story books**
13. Does your school have a school **LIBRARY**?
- Yes
- No
14. If your school **has** a library, approximately **how many** children’s **story books** are contained in that library? (If you answered “No” to Question 11, skip down to Question 13)

- 1-10 children's story books
- 11-20 children's story books
- More than 20 story books
15. Please **estimate** the **percent** of your **students** who have children's **story books** available to them **AT HOME**.
_____ %
16. How many **children's story books** do **YOU** have at **home**?
- I have 1-5 children's story books at home
- I have 6-10 children's story books at home
- I have more than 10 children's story books at home
- I have no children's story books at home
17. How many **novels** (books of fiction) do you have at home?
- I have 1-5 novels at home
- I have 6-10 novels at home
- I have more than 10 novels at home
- I have no novels at home
18. Approximately **how many hours** per week do you estimate that **MOST** of your **STUDENTS** spend **reading for PLEASURE OUTSIDE** of school?
- Zero** hours per week
- 1-5** hours per week
- 6-10** hours per week
- More than 10** hours per week reading for pleasure outside of school
19. Approximately **how many hours** per week do **YOU** spend **reading for PLEASURE OUTSIDE** of school?
- Zero hours per week
- 1-5 hours per week
- 6-10 hours per week
- More than 10 hours per week
20. What **attitudes** do you think **Cape Verdeans**, from all walks of life, **have about reading story books or novels for pleasure?** (Please answer in the space below and continue on the back of this sheet if necessary).

Appendix 2. Survey for Teachers (Portuguese translation)

Um questionário para Professores de Nível Primário

Este questionário é para todos os professores de nível primário em Cabo Verde. Foi desenhado para clarificar perspectivas no que concerne o ensino da leitura, usado actualmente em Cabo Verde, e examinar atitudes de leitura em todo país. O resultado deste estudo importante será parte de uma tentativa constante do Ministério da Educação no sentido de desenvolver a literacia em cabo Verde.

Este questionário demora 10 - 12 minutos para ser preenchido.

NAO Há NENHUMA MANEIRA DE IDENTIFICÁ-LO PESSOALMENTE

Sua participação neste estudo é completamente anónima e todas as respostas serão estritamente confidenciais. Uma vez acumulada e analisados os dados, todos os questionários preenchidos serão destruídos.

POR FAVOR RESPONDA AS QUESTÕES ABAIXO INDICADAS:

1. Quantos anos de experiência tu tens?
_____anos de experiência.
2. Que classe ensinas este ano?

3. Ensinas as crianças da sua sala de aula como é que se lê?
 Sim
 Não (se a resposta para esta questão for “Não”, podes saltar para Questão em baixo-numero 16)
4. Onde é que recebeu a formação para ensinar as crianças a ler?
 No meu programa de professor na Universidade
 Num programa formal de formação que não seja na universidade (tal como Instituto Pedagógico)
 Dos meus colegas da escola

- Eu sei por mim mesmo
- Outros (Por favor usa o verso desta folha para explicar)
5. Que técnicas usas **mais vezes** quando ensinas as crianças a ler?
- Uma técnica que enfatizas no ensino de **som das letras e sílabas antes** de ensinar uma palavra inteira
- Uma técnica que enfatiza o ensino de uma **palavra inteira** primeiro, e depois **examinar partes** daquela palavra posteriormente.
- Outros (Por favor usa o verso da folha para descrever esta perspectiva)
6. **Usas livros de contos infantis** para ensinar como é que se lê, ou para melhorar suas habilidades de leitura
- Sim
- Não
7. **Se responderes “Sim”** para a questão 6, que se encontra acima, **por favor indica COMO** é que usas **os livros de contos infantis** para ensina-los a ler (coloca uma cruz em todas as que aplicam). **Se a tua resposta for “Não”** para a questão numero 6, que se encontra em cima, por favor salta para a Questão numero 8.
- Eu uso livros de **contos infantis**: (Coloca uma cruz em **todas** as que se aplicam)
- Para ensinar crianças o uso de contexto no sentido de identificar as palavras desconhecidas
- Para ensinar as crianças sobre a estrutura da estoria
- Para aumentar a compreensão oral das crianças
- Para ajudar as crianças a desenvolverem o amor pela leitura e amor pelos livros
- OUTROS (Por favor explica no verso desta folha)
8. **Se responderes “Não”** para a questão número 5, que se encontra em cima, **por favor indica porquê que tu usas não** livros de estoria de crianças para ensina-las a ler (Coloca uma cruz em todas as que aplicam).
- Eu não uso livros de contos infantis porque: (Coloca uma cruz em todos os que aplicam)
- as crianças podem aprender a ler sem o uso de livros de contos infantis
- Os professores Cabo-verdianos não são treinados no uso de livros de contos infantis para ensinar leituras.

- Livros de contos infantis não são incluídos no currículo escolar do governo para leitura
- Eu não tenho nenhum livro de contos infantis disponível comigo
- Há poucos livros de contos infantis relacionados com a vida dos Cabo Verdeanos
- Outros (por favor explica no verso desta folha)
9. **Se colocastes uma cruz** em “ Não tenho nenhum livro de contos infantis disponível comigo” na questão acima, **usarias livro de** contos infantis se fores **concedido** alguns?
- Sim
- Não
10. **Se colocares “sim”** para a questão 9, que se encontra em cima, **como** e que usarias os **livros de contos infantis** que lhe seriam atribuídas? (Coloca cruz em **todas** as que aplicam).
- Para ensinar crianças o uso de contexto no sentido de identificar as palavras desconhecidas
- Para ensinar as crianças sobre a estrutura da estória
- Para aumentar a compreensão oral das crianças
- Para ajudar as crianças desenvolverem o amor pela leitura e amor pelos livros
- Para enriquecer seus vocabulários
- OUTROS (Por favor explica no verso desta folha)
11. **Se colocares “Não”** na questão 9, que se encontra acima, porque **NAO USARIAS** os livros que lhe seriam atribuídas? (Coloca uma cruz em **todas** as que aplicam)
- Há poucos livros de contos infantis sobre a vida dos Cabo Verdeanos
- as crianças podem aprender a ler sem o uso de livros de contos infantis
- Eu não sei como é que se usa o livro de contos infantis para instruí-los na leitura
- Eu nunca usei livros de contos infantis para ensinar a leitura
- OUTROS (por favor explica no verso desta folha)

12. Se actualmente tens alguns **livros de contos infantis** na sua sala de aula, **quantos** é que tu tens? (Se tu não tens **nenhum livros de contos infantis** na sua sala de aula, por favor salta para a questão numero 13)
- 1-5 livros de **contos infantis**
- 6-10 livros de **contos infantis**
- Mais de 10 livros de **contos infantis**
13. A sua escola tem uma **BIBLIOTECA**?
- sim
- Não
14. Se sua escola **tem** uma biblioteca, aproximadamente **quantos livro de contos infantis** esta biblioteca contém? (Se sua resposta for “Não” para a questão 11, salta para a questão numero 13)
- 1-10 livros de contos infantis
- 11-20 Livros de contos infantis
- Mais de 20 livros de contos infantis
- Eu não sei
15. Por favor faça a **estimativa** da **percentagem** dos seus alunos que possuem **livros de contos infantis** disponíveis para eles **EM CASA**.
- _____ %
16. Quantos **livros de contos infantis** TU tens em **casa**?
- Eu tenho 1-5 livros de contos infantis em casa
- Eu tenho 6-10 livros de contos infantis em casa
- Eu tenho mais de que 10 contos infantis de crianças em casa
- Eu não tenho nenhum contos infantis de crianças em casa
17. Quantos livros de **romance** (livros de ficção) tu tens em casa.
- Eu tenho 1-5 livros de romance em casa
- Eu tenho 6-10 livros de romance em casa
- Eu tenho mais de que 10 livros de romance em casa
- Eu não tenho nenhum livros de romance em casa
18. Aproximadamente **quantas horas** por semana tu estimas que a **MAIORIA** dos seus **ALUNOS** passam a **ler por PRAZER FORA** da escola.

- Zero** horas por semana
- 1-5** horas por semana
- 6-10** horas por semana
- Mais de 10 horas** por semana lendo por prazer fora da escola

19. Aproximadamente **quantas horas** por semana **TU** estimas que tu passas a **ler por PRAZER FORA** da escola.

- Zero** horas por semana
- 1-5** horas por semana
- 6-10** horas por semana
- Mais de 10 horas** por semana lendo por prazer fora da escola

20. Que atitudes tu pensas que os Cabo-verdianos, de todas as paradas tem, concernente a leitura de contos infantis ou romances, por prazer? (Por favor responde no espaço que se encontra em baixo e continua no verso desta folha se for necessário.)

Appendix 3. Interview Questions

Questions: (Keep storybooks hidden in briefcase before starting)

1. How do you teach reading to your students, or, if your students can already read, how do you help them become better readers?
2. Do you teach reading using the government provided reading textbook? If so, what do you think of this textbook?
3. Do you ever use story books as part of your approach to reading instruction? (Show copies)
4. If no, why not? If yes, how do you use them?
5. Do you ever build your lessons around the story books, or do you use the storybooks as a supplement to the textbook?
6. How many storybooks do you have in your classroom?
7. Are these your books and do students bring them in?
8. Do you read the books in your class to the students, do they read them by themselves, or do they read them to each other?
9. Do your students ever read story books for pleasure, either in school or at home?
10. Do you think many Cape Verdean adults read books for pleasure?
11. Can you tell me why you think this is so?
12. What is the most difficult obstacle teachers in Cape Verde must overcome when they are teaching children how to read?