

## **ABSTRACT**

### **A Critical Examination of the Implementation of the Spanish [Curriculum] in the Primary School Programme in Trinidad**

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This study examined the status of the implementation of Spanish at the primary level in Trinidad and Tobago, with particular attention to the experiences of teachers as influenced by systemic and contextual factors. Data were collected through interviews, a focus group discussion, and a questionnaire. Despite high interest on the part of teachers and students, inadequate implementation support, insufficient service training, and feelings of linguistic inadequacy in teachers hindered the continuation of the programme. Findings revealed considerable attrition in the initial number of schools implementing this programme.

**Keywords:** Spanish; Curriculum implementation; Primary school teachers; Primary school curriculum; Trinidad and Tobago