

ABSTRACT

Three Modern Language Teachers' Perceptions of the Influence of the Diploma in Education Experience on Their Sense of Professional Identity and Classroom Practice

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This qualitative case study sought to investigate the influence of the Diploma in Education (Dip.Ed.) programme on the professional identity and classroom practices of three modern languages teachers. Data were collected through interviews and questionnaires from three female teachers of Spanish at three secondary schools in Trinidad and Tobago. The findings revealed that the Dip.Ed. programme had a positive and lasting influence on the teachers' professional identity and classroom practices. However - one factor - school context, was found to have a determining role in the extent and longevity of the programme's influence on the teachers.

Keywords: Perceptions; Case studies; Foreign language teachers; Educational experience; Diploma in Education Programme; The University of the West Indies, St. Augustine; Programme evaluation; Trinidad and Tobago