

ABSTRACT

An Investigation Into Teachers' Concerns About the Implementation of the Secondary Education Modernization Program [sic] English Curriculum (Forms 1-3) at a Converted Senior Comprehensive School in the Victoria Education District

Soren Bijaram

This study sought to investigate teachers' concerns about the implementation of the Secondary Education Modernization Programme (SEMP) English curriculum in Forms 1-3 at a converted senior comprehensive school in the Victoria Education District of Trinidad. Data were collected through interviews held with three teachers. The study was premised upon two research questions: 1) What are teachers' perceptions about the SEMP English curriculum (Forms 1-3)? and 2) What are teachers' perceptions about the implementation of the SEMP English curriculum (Forms 1-3)? The results revealed that the teachers of the English Department had many concerns about the curriculum and its implementation. These concerns were related to the innovative features of the curriculum, as well as the local and external factors that affected implementation. The factors associated with the perceived characteristics of the curriculum were: (a) the need for change, (b) the complexity of change, (c) the practicality and quality of change, and (d) trialability. Perceived local factors affecting the implementation of the curriculum were: 1) the change process itself, 2) the facilities at the school, 3) the training and retraining of teachers, 4) the role of the administrator, 5) the role of the head of department, 6) the role of parents, 7) students' characteristics, 8) teachers' characteristics, and 9) collaboration. The two external factors were the role of the curriculum officer and the role of the Ministry of Education.

Keywords: Secondary Education Modernization Programme; Curriculum implementation; Secondary school curriculum; Secondary school teachers; Teacher attitudes; English; Educational innovations; Trinidad and Tobago