

EXPLORING PRIMARY STAKEHOLDERS' PERSPECTIVE ON THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)
COMMUNICATION STUDIES: A CASE STUDY

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ABSTRACT

Exploring Primary Stakeholders' Perspective on the Caribbean Advanced Proficiency Examination (CAPE) Communication Studies: A Case Study

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The research explores participants' perspectives on the implementation and effectiveness of the Caribbean Advanced Proficiency Examinations (CAPE) Communication Studies curriculum, which seeks primarily to promote facility in the use of Standard English.

The main objective of this research was to explore the existing perspectives on the implementation of this curricular innovation, share otherwise unheard narratives, and subsequently, by reflecting on these narratives, develop further insights for improving the present methodologies employed in the introduction of curricular innovations, especially in light of the Caribbean's second language learning context.

The study, engaging a qualitative case study approach, was undertaken over a three year period.

The data collection methods included in-depth interviews and passive participant observation, with informal conversations, journal logs and personal memos.

Data were analysed using thematic categorical interpretation as this method facilitates the identification of recurring themes across discrete bounded systems in the secondary education structure.

Findings revealed a lack of continuity in the curriculum development process and highlighted the need for a sustained approach to the process of curriculum implementation. Other significant findings included the capacity of teachers to ascertain innovative means of informal "survival" while highlighting the importance of formalising those informal network structures. Primary stakeholders also need to own language learning as a practical and not solely academic endeavour.

Recommendations include the development of a national and regional curriculum implementation policy to set the necessary checks and balances for curriculum implementation and ongoing effectiveness of curricular innovations. Additionally, schools will need to create formal action plans, comprehensively developed and disseminated before adopting any curricular innovation.

Key words: curricular innovations, curriculum implementation, curriculum effectiveness, stakeholder perspectives, second language learning.