



**The University of the West Indies
St. Augustine Campus
Faculty of Humanities and Education
CARIBBEAN STUDIES PROJECT
HUMN 3099**

COVER PAGE

STUDENT NAME: Yashira Peters
STUDENT ID NO.: 814002000
DEGREE PROGRAM: BA Spanish with a minor in French
SUPERVISOR: Anne-Marie Pouchet

TITLE OF THESIS:

Teachers' perceptions on teacher training in Foreign Language: A case study of St Joseph's
Convent, St George's and the Presentation Brothers College in Grenada

Declaration

- 1.I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.
- 2.I authorise The University of the West Indies to make a physical or digital copy of my thesis/research paper/project report for its preservation, for public reference, and for the purpose of inter-library loan.
- 3.I consent to have my attached thesis used in any publication comprising Caribbean Studies Projects by The University of the West Indies. I understand that I will receive no compensation. I hereby assign publishing rights for the contribution to The University of the West Indies, including all copyrights.

Signature of Student: Yashira Peters Date: April 21, 2017

Table of Contents

Abstract.....	1
Introduction.....	3
Chapter 1 - Literature Review.....	8
General perceptions of teacher training	8
Perceived differences of foreign language secondary school teachers	9
The teacher training situation in Grenada, Carriacou and Petit Martinique....	Error! Bookmark not defined.
Responses of interviewed teachers about current practices	10
Chapter 2 Findings.....	12
Background Information	13
Languages/Levels taught.....	13
Ardency for teaching.....	13
Duration of time in the profession.....	14
Teacher Training	14
Perceptions about the usefulness/effectiveness of teacher training	15
Perceptions by non-trained teachers.....	15
Other themes that arose from follow-up questions	16
Chapter 3 – Discussion / Interpretation	18
Conclusion	26
Works cited.....	29
Appendix 1.....	32
Appendix 2.....	33
Appendix 3.....	34

Teachers' perceptions on teacher training in Foreign Language: A case study of St Joseph's
Convent, St George's and the Presentation Brothers College in Grenada.

Abstract

Teachers are undoubtedly a vital part of society, imparting academic knowledge in addition to other essential life skills. The types of teachers vary, and can be sorted by teaching styles, length of time in the service, level of teaching and type of qualifications. This research paper examines teachers' perceptions of teacher training in foreign language (FL) at the St Joseph's Convent, St George's and the Presentation Brothers' College in Grenada. This qualitative investigation was conducted among foreign language teachers by administering a semi-structured interview about their perceptions of the pedagogical training programme. Participants included trained and untrained teachers. A total of nine (9) foreign language teachers, of whom five (5) had received teacher training and four (4) had not. The languages taught were Spanish and French and of these interviewed foreign language teachers two taught French and Spanish, three French, and four Spanish. In the thematic analysis of the data, research of similar studies done previously was utilised, and comparisons were made, which led to the identification of themes and the subsequent discussion of the findings. It was found that, for the most part, there were positive perceptions of the benefits of training and its impact on education. Both trained and untrained teachers expressed that training equips teachers with the necessary tools to impart knowledge to meet the student's needs, to facilitate learning, understanding and to motivate students. Most of the untrained teachers valued the positive contributions that training makes on pedagogy and showed interest in becoming trained teachers. Furthermore, trained teachers highlighted multiple benefits and positive changes that derived from training

programmes. It was seen that these perceptions may have come about because of the education system in Grenada, where having the status of a trained teachers may lead to holding a permanent position in the service in addition to its prestige. One of the major limitations of this research was the small sample size of foreign language teachers who participated in this study. It is recommended that further research on foreign language teacher training in the Caribbean be conducted.

Introduction

This research paper examines teachers' perceptions of teacher training in foreign language (FL) at the St Joseph's Convent, St. George's (S.J.C) and the Presentation Brothers College (P.B.C.) in Grenada. The teaching profession has always been one of the most important jobs in society and continues to be pivotal in the lives of every individual fortunate enough to have access to an education, particularly children in their formative and developmental years. The types of teachers vary, and can be sorted by teaching styles, length of time in the service, level of teaching and type of qualifications.

With regards to qualifications, there are several possible qualifications that a teacher may receive. For the most part, teachers at any region of the world require an academic degree (Associate's Degree, Bachelor's Degree, Masters or PhD) in addition to a teacher education degree or other form of pedagogical certification. Teacher training typically comprises three main components: a higher education course, preparatory training in a school setting and in-service training for fully employed teachers.

Among the teacher training programmes that are available for foreign language teachers in the Caribbean are: Diploma in Education (Dip.Ed.), Bachelor's in Education (B.Ed.), Masters in Education (M.Ed.), and TESOL (Teaching English to Speakers of Other Languages) certificate. In recent times, the debate about foreign language teacher training, its necessity, its viability, and its influence in aiding teachers to impart knowledge and skills effectively and efficiently, has become the subject of many debates. The comparison of teachers, who have received teacher training (qualified teachers), foreign language teachers who are fluent in the language due to being natives or after having lived a significant amount of time in a Spanish or

French speaking country, and teachers who hold degrees (Bachelor's or Master's degree or PhD in Spanish and/or French) have also been a source of much discussion. The evolving world in terms of technology, communication and globalization, in conjunction with imperatives of greater accountability and teaching methods of foreign language teachers makes this a burning issue. "With the number of foreign language teachers on the rise, the question of how such teachers are being trained and how qualified they are to teach has become important in the field of "language teacher education." Effective delivery of content is also imperative in foreign language learning. "With the explosion in language teaching, there has been an increased demand for language teachers and the consequent need to train these teachers."

Some are of the view that teacher training is necessary for foreign language teachers to facilitate the transfer of knowledge at the optimum level of effectiveness and expertise. Others maintain that teachers who are fluent or possess a degree in in the foreign language are adequately competent to teach foreign language students to become excellent and well-rounded in the target language (TL).

Particularly at the secondary school (high school) level, where students make the decision to pursue foreign languages at the tertiary level, teacher training may be an asset to students at the secondary education level. The skills provided in teacher training may also aid to motivate students which may in turn increase the declining number of students pursuing foreign languages at higher education levels.

After having been a foreign language (Spanish and French) teacher at a secondary school for four years I became more and more passionate about improving my teaching skills to ensure that I was imparting knowledge of the languages in the most effective way to meet my students' needs. I noted that the qualifications of foreign language teachers were varied: some held a

Bachelor's or Master's degree in the language, others did not hold a degree in the language but taught the language due to becoming fluent after having lived in a Spanish-speaking country, while others were trained teachers. I became increasingly curious as to the difference between an educator like myself, who held an Associate's degree in Modern Languages (Spanish and French), but whose only training was through a one-week long induction course and two two-week-long summer training programmes, and the experienced teachers who received pedagogical training. Teaching strategies, use of technology, classroom management and teaching methodology were the main areas that I believed major differences would have existed, if they did. Therefore, the topic of perceptions of teacher training of FL teachers was one of the principal options when choosing a topic of research.

It is hoped that the research and completion of this paper will provide insight into the main difference of pedagogical training of foreign language teachers in Grenada and also the wider Caribbean region. In addition, a primary objective of this research paper is to inform foreign language acquisition policy-making, as well as the way in which foreign language teaching is done. It is hoped that the results of this research paper will be very influential, will delineate the importance or the influence of pedagogical training in foreign language teaching and learning, and will highlight the necessity of a unique type of training for foreign language teachers. My passion for foreign languages and foreign language education is a driving force behind this research paper. Additionally, it is my dream to see foreign-language education in the Caribbean region developed, which in turn will produce erudite scholars, which will have a domino effect on advancement of our region. *The improving of pedagogy of foreign languages will hopefully be a catalyst into further improving the way foreign language teaching is done, and interest in learning by young persons. Hence, this area of research was seen as a possible

positive contribution to pedagogy of foreign languages not only in Grenada, but also the wider Caribbean. The following are the research questions for this project:

1. What are teachers' general perceptions of teacher training for foreign language teachers?
2. What are the main differences between trained and untrained teachers?
3. Is having a degree in the target language enough qualification to be an effective teacher?
4. How does pedagogical training influence teachers' confidence in the classroom?

The specific type of research chosen for this study was the case study. Cohen and Manion posited that "the case study researcher typically observes the characteristics of an individual unit." The compilation of data which made up the base of this research paper research paper employed one-on-one interviews with the foreign language teachers of the two leading secondary schools of Grenada: The St. Joseph's Convent, St. George's (S.J.C) and the Presentation Brothers College (P.B.C.). There were a total of nine teachers; six at the S.J.C and three at the P.B.C. S.J.C is attended by girls only and P.B.C has an all-male student population. The teachers of these schools were contacted via telephone to request permission to conduct the interview with them. They were told the theme of the interview, and general question that may be asked. All nine teachers agreed. All participants were recorded, and pertinent points were also noted on paper while they spoke. The interviews were semi-structured and conducted in rooms with the interviewee and the researcher only. In addition, the researcher will play a participatory role in the analysis of information. In the thematic analysis of the data, research of similar studies done previously was done, and comparisons and contrast were made, which led to an in-depth discussion of the theme.

Though the researcher's practical experience enriches and adds context to this study, her biases may affect her judgment and interpretation of data and findings. In order to remain

objective and to ensure the credibility of the study the researcher employed different procedures such as frequent referrals to interviews responses, triangulation of data sources, and review of findings by experts.

The following chapter presents similar literature done on the topic and which are significant to the research questions of this paper and identifies gaps and presents a critical review.

Chapter 1 - Literature Review

This research investigates teachers' perceptions regarding teacher training of foreign language teachers. According to UNESCO, teacher education should address the different intercultural and social contexts in which foreign language education is intended to train both pre-service and in-service teachers (UNESCO 2005). Perraton identifies four main elements of teacher general education: "improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences." (Perraton, 2010). The latter is also relevant to foreign language teacher education.

General perceptions of teacher training

Reviews of various forms of literature reveal that in general, experts in the field of foreign language acquisition and/or teacher training programmes have similar beliefs vis-a-vis pedagogical training for teachers. According to Freeman and Horwitz, pre-established beliefs about teaching and learning limit teachers' ability to be open to ideas, and consequently their grammar-based-beliefs about education prevail in their classroom environment (Freeman, 2002; Horwitz, 1988). Similarly, Borg (2003), after reviewing 64 scholarly works from the field of foreign and second language teaching, concludes that there is a wide disparity among teachers' beliefs about (foreign) language education. There was also mention of the lack of consideration for background of teacher training programmes. The American Council on the teaching of Foreign Languages supports that language teacher preparation programs need to make sure that their "teachers are able to understand the pedagogical benefits of applying teaching and learning

strategies that promote functional communication skills of students” (ACTFL, 2012). Furthermore, according to Nash and King, many articles reveal that teacher training programmes do not impact teachers’ beliefs about language education (Nash & King, 2011).

Language teacher education has become increasingly fragmented and unfocused. Based on a kaleidoscope of elements from many disciplines, efforts to educate individuals as language teachers often lack a coherent, commonly accepted foundation. In its place, teacher educators and teacher education programs substitute their own individual rationales, based on pedagogical assumptions or research, or function in a vacuum, assuming-yet never articulating-the bases from which they work (Richards 1998).

Further, Thiessen (2000) emphasized the role of schools of education as being extremely powerful and can both coerce and hinder significant changes in teacher preparation. Colleges and Schools of Education have the important responsibility of preparing teachers to teach and to support teachers’ learning. Additionally, a study involving Norwegian teachers, Kallestad and Olweus (1998) revealed that there were positive and significant growth of teachers’ practices, attitudes, preparation, which was sustained for several years following their involvement in the training programme (Clifford 2010).

Perceived differences among foreign language secondary school teachers

When it comes to what is perceived as the main differences, there were varying beliefs. Some believe that notwithstanding the training or experience of the teacher, classroom practice is shaped by experimentation, additional research, experiential knowledge, instinct, published materials such as textbooks and audiovisuals and Internet sources. (Yamin-Ali 2010.) In another study done by Jennifer Yamin-Ali, she highlighted a need for a higher number of trained teachers at the secondary level especially given the fact that more low-achieving students are accessing

secondary school education for whom underqualified teachers will become responsible. (Yamin-Ali). On teacher's identity, Morris and Yamin-Ali (2006) further explored the notion that teachers' experiences on professional development (training) programmes, in addition to school and classroom contexts helps improve teachers' professional identity.

A significant amount of the data collected for this research paper was based on teachers who became certified after doing the Postgraduate Diploma in Education (Dip.Ed.) programme. Data was procured from two studies undertaken. The main aims of these studies were to determine the perceptions of the influence of the Dip.Ed. programme on modern language teachers. In general, the findings revealed that the program had long-term influence on teachers regarding classroom practices and personal identity. The responses of the participants were very similar to those of the teachers who were interviewed for this research paper. Enhancement of sense of professionalism and improved understanding of such, improved sense of self, and self-efficacy, new strategies of instruction and lesson planning were highlighted as the most significant domains where change was noted after the Dip.Ed. programme was completed.

Responses of interviewed teachers about current practices in Grenada

The following is a summary of the comments made regarding current practices of untrained secondary school teachers in Grenada. It was said that teachers do not use varied methodology such as questioning, attending to individual differences and group exercises, theory that young teachers "move too fast" and that that teachers have the theory but do not practice what was taught and that teachers waste time controlling the students and are uninformed of how to manage time (Ministry of Education Grenada).

The previous data and results highlight that there is a significant gap in data pertaining to teacher education in the Caribbean and specifically the island of Grenada. The data found was significantly outdated, which shows that research has not been done in the field of teacher training in Grenada in recent times. This conspicuous absence of information justifies and warrants the present research. Being a third world country which has implemented universal education in 2008, updated research, information and statistics are imperative to improving and developing the island of Grenada. In addition, although studies exist which show foreign language teachers' perceptions of teacher training in Caribbean regions, no such study has been focused on Grenada, and certainly not pertaining to foreign languages. In light of the importance of quality education and bilingualism in this rapidly evolving and globalized planet, this paper fills a small part of the void that exists due to lack of research in the area of teacher development and foreign language learning. The researcher also sees a need to have research conducted from the perspective of the student, since they are the main focus and targets of education and the key to a developed nation. Therefore, this study is deemed as necessary to be a catalyst to the continuation of research in this field in Grenada and also the Caribbean, thus promoting quality education and bilingualism, two imperatives for a developed nation.

Chapter 2 Findings

After having done in-depth research specific to the theme of perceptions of teacher training in foreign language, results and outcomes were produced. The chapter deals with the findings; the results of the research done. The one on one interviews done provided in-depth insight on the perceptions and the effectiveness of pedagogical training in foreign language teaching. As previously mentioned, semi-structured one-on-one interviews were conducted with the teachers. The following table summarizes the initial findings:

Table 1

School	Teacher	Language/s Taught	Nationality	Length of Time Teaching	Trained
S.J.C.	T1	Spanish	Grenadian	Since 1977 (minus study years)	Yes
S.J.C.	T2	Spanish	Grenadian	24 years, 12 years Spanish	Yes
S.J.C.	T3	French	Grenadian	35 years	Yes
S.J.C.	T4	French	Grenadian	37 years	Yes
S.J.C.	T5	Spanish	Grenadian	7 years	No
S.J.C.	T6	Spanish/French	Grenadian	2 years	No
P.B.C.	T7	French	Grenadian	18 years	Yes
P.B.C.	T8	Spanish/French	Grenadian	5 years	No
P.B.C.	T9	Spanish	Cuban	5 years (in Grenada)	No

Background Information

As shown in table 1 above, five out of the nine teachers interviewed have received some form of teacher training. It is also noted that there are five foreign languages teachers at the St. Joseph's Convent, while there are three at the Presentation Brothers College. This can be owed to the fact of the number of students at each institution: S.J.C has roughly 650 students enrolled currently whereas P.B.C has 500.

Languages/Levels taught

With regards to languages taught, two of the nine teachers taught both Spanish and French, and the others taught either one or the other. Most of the teachers interviewed have taught forms one through five, but have chosen particular forms based on preference or those assigned to them. At St. Joseph's Convent, two of the teachers are focused on upper forms (4 and 5) only, one teaches all forms, two teach at the lower levels and one teacher teaches forms 2-5. At the Presentation Brothers College, the three teachers teach at almost all levels.

Ardency for teaching

When asked about the love of teaching, with the exception of one teacher, all others eagerly expressed a passion for the vocation. It was also visible in their nonverbal responses such as smiles and expanding of the eyes. Most of the responses were to "Do you like teaching?" were, "I love it" or "Yes I do". T6, the teacher who did not respond positively said "a bit" in a neutral manner, and she was not hesitant to divulge this. The body language and tone of voice of this teacher indicated that there was a certain level of dispassion for the teaching profession.

Duration of time in the profession

The teachers that were interviewed have been part of the teaching profession for varied lengths of time, some continuously and others having had time away for study purposes. Three of the teachers have been teaching for over 30 years (35, 37 and about 36 years). Most teachers indicated that teaching was their first and only occupation. Two years is the least amount of time that any of the interviewed teachers have been in the profession.

Teacher Training

The first question pertaining to teacher training was simple: “Have you received teacher training?”, a succinct “yes or no” question to which five responded yes and the others replied in the negative. Regarding the teachers whose response was yes, the subsequent question posed to them inquired about the type of training received. One teacher holds Dip.Ed. (Diploma in Education) and attended teachers’ college in Grenada in addition to having a Bachelor’s degree in the language taught. One teacher attended teachers’ college. T4 expressed that a Master’s degree was done in Foreign Language Education and Linguistics in France. Another teacher (T2) expressed that training was in the form of Physical Education training done in Cuba where a Bachelor’s degree in Physiology and Sports Education was pursued at a university in Cuba during a six year period. The fifth trained teacher is certified by UWI (University of the West Indies) in teaching education. T9 responded affirmatively about receiving teacher training, but whereas the other trained teachers participated in formal training programmes his was in the form of workshops done with an educator from Colombia, which lasted 2-3 months, and was done on two occasions. T1 stated that she received training, but not on a long term basis and it was in the form of in-service training workshops. With the exception of T6, other interviewed

teachers indicated that they were fluent speakers of the language/languages taught. When asked about their proficiency of the language taught in terms of grammar, speaking, listening, reading, writing and vocabulary all teachers expressed that they were very proficient.

Perceptions about the usefulness/effectiveness of teacher training

Furthermore, the usefulness/effectiveness of the training received was inquired. All of the trained teachers expressed that they found the training very useful in terms of improving classroom management, incorporating diverse teaching strategies, catering and providing for the needs of the various types of learners, approaching the teaching of particular topics differently, and incorporating certain techniques that the degree alone will not provide. T4 mentioned an eye-opening in terms of the various levels of testing and questioning. Most teachers expressed that they felt that did a better job in imparting knowledge, and that the students responded differently, even considering that each group of student is unique. In addition to having the knowledge, the actual teaching strategies and methods learnt through training, inspired imparting the knowledge more efficiently. It was also mentioned that the approach of dealing with students who had an undeniable natural inclination for foreign languages changed after pedagogical training was done. Furthermore, the incorporation of the use of technology during teaching was stated as one benefit learned during teacher training that helped the students, although T1 admitted that she rarely uses technology during instruction.

Perceptions by non-trained teachers

The teachers who indicated that they have not hitherto received any form of pedagogical training were asked thereafter if they will like to receive teacher training. With the exception of

one teacher, (T6) all others expressed that they will indeed like to become trained teachers. They were subsequently asked about their reasons for their interest in becoming trained teachers. Most responses centered on an aspiration to improve teaching strategies and methods. Improving methodology and learning new teaching techniques, to have job stability and to become better overall educators since teaching was their passion were also expressed as reasons for the desire to become trained teachers. T6 nonetheless expressed that some definite benefits are to be had from teacher training, such as problem solving in the classroom. She also mentioned that trained teachers deal with disruptive students differently than their untrained counterparts, opining that that the trained teachers used a more “passive” way as opposed to active. However, since this teacher will not like to remain the service for an extended period of time, it was deemed pointless to receive the teacher training.

It was also noted that the some untrained teachers are of the view that holding a degree in the language taught makes one quite competent at teaching, even though teacher training was held in high esteem.

Other themes that arose from follow-up questions

Furthermore, all teachers expressed that in addition to the language and the five components of reading, writing, listening and speaking and grammar, the teaching of the Latin-American and Spanish culture and Francophone culture was also essential. All teachers except T9 communicated that at the secondary school level, the immersion method of language teaching is not the best method, and thus teaches in both languages (Spanish or English or French and English) about 60/40 (English/TL) for lower forms and 50/50 for upper forms. All teachers said that they will highly recommend teacher training for foreign language teachers, and

two is expected that they will not use the word necessity. It was interestingly noted that the untrained teachers incorporated the use of technology and multimedia during teaching frequently than trained teachers.

This chapter presented generally positive perceptions of the benefits of training and its impact on education. Both trained and untrained teachers expressed that training equips teachers with the necessary tools to impart knowledge to meet the student's needs, to facilitate learning, understanding and to motivate students. Most of the untrained teachers valued the positive contributions that training makes on pedagogy and showed interest in becoming trained teachers. Furthermore, trained teachers highlight multiple benefits and positive changes that derived from training programmes. The following chapter discusses the findings coming from the interviews of the teachers in light of previous research that has been carried out in this area.

Chapter 3 – Discussion / Interpretation

From the results and analysis of the data collected, it can be resolved that the teachers' perceptions and experiences were similar. Most of the teachers had a positive viewpoint about pedagogical training and thereby recommended it. The researcher thus analyses that there may be several contributing factors to the positive perceptions and reviews of teacher training by the participants of this research paper. In Grenada, there is little opportunity for professional advancement of secondary school teachers. Teacher training is one of the ways by which a teacher can enhance and improve his/her professional development and therefore ascend in the career rank, for instance progressing from Certificate 1 to Certificate 2 (Appendix 3). In addition, although the turnover appears to be high and most new teachers remain in the profession for a short period of time, there are many older teachers that the younger teachers respect and admire. Most of these more experienced teachers have received training. As expressed by the researcher as participant, the majority of teachers who taught her in the upper forms as a student at SJC became her colleagues when she became a teacher at that institution. She sought advice from them because of their years of experience and their training, as she deemed them to be excellent educators when she was a student. Therefore, the prestige perceived of teacher training may be because of untrained teachers from their perspective past educational experiences. In addition, in Grenada, teacher training increases the possibility for secondary school teachers to gain the status of permanent (as opposed to temporary). There are teachers of the researcher's acquaintance who have been in service for up to ten years and still have temporary status. The favourable response of perceptions the untrained teachers about teacher training may be owed to the fact that it can grant them permanent status, although this was not overtly expressed by any of the teachers interviewed. During the interview, however, one teacher, T7, stated that it "is

important for a teacher to be trained in terms of the recognition and the respect that comes with it.”

The favourable response of the trained teachers indicates that there are indeed benefits of teacher training on foreign language teachers. This is in keeping with the findings from Chapter 1, which showed that the benefits of teacher training outweigh the negatives from the perspective of language teachers and experts in the field. One of the strengths of the influence of teacher training perceived by teachers is a change in teaching strategies and methodology. These are key factors of FL learning. Furthermore, the view of in-service workshops as being inefficient is endorsed by Joyce and Showers (2002), who suggested that a stand-alone workshop has less than a 5% chance of actually changing teacher practice in the classroom (Yamin-Ali, Pooma). Wolf also advocated this idea that a comprehensive and ongoing professional development in addition to learning communities, interaction with colleagues and continued support, has a 90% increase in the chance of affecting teaching and learning (2009).

From a Caribbean perspective, the government of St. Lucia also believes that teacher training is beneficial. In St. Lucia, the Ministry of Education planned to place increased focus on initial teacher training programmes and teacher supervision, among other areas (Steward, Thomas 2006). Although not specific to foreign language education, this highlights that pedagogical training indeed holds numerous benefits and having 100% trained teachers in the education system is a goal worth working towards. Likewise, in Trinidad and Tobago, the Dip.Ed. programme was perceived as a valuable effort to address the training of secondary school teachers which it was hoped will improve the quality of education in the twin island republic (Jennings 2001).

Furthermore, most of the teachers interviewed conveyed that improved classroom management, strategies and tools and instruction methods as benefits of teacher training programme. Some of the trained teachers expressed that an improvement in testing and increase in confidence and comfort levels were important advantages of the training programme pursued. T2 expressed, “Trained teachers have more tools to teach. They are more confident and competent because they are more exposed to new things. Untrained teachers tend to go with the flow [sic]. He added that he was more equipped to help students deal with the obstacles “sometimes mental and psychological” in learning a foreign language. Strikingly akin to his comments were those of T6, who expressed that “I do believe (teacher training is necessary because for every teacher but more so FL teachers because we are not just teaching in the language that the children grow up speaking and the children will find foreign languages more difficult than other subjects, because sometimes they come into Form 1 with a block, “I don’t know Spanish/French so I can’t do it”, and I have met that” [Sic]. These reviews are similar to those of participants of a teacher training programme that was based in Spain. When the trainee teachers’ were asked about their perception of the competences that they believed they had developed, it was expressed that the teaching and learning strategies of the classes seemed to have been successful in helping them to gain professional self-confidence, since they believe that they have sound knowledge of theoretical framework. Further, they expressed that in addition to being good teachers of content curriculum, as teachers they should also support learners, create optimal learning conditions, help learners, be respectful, and be adaptable. Similarly, two studies which investigated modern language teachers who pursued the Dip.Ed. programme revealed that the teachers communicated that there were conspicuous changes in several domains after the completion of the programme. One teacher remarked that her sense of professionalism was

enhanced and that her credibility was developed. She articulated that although professionalism was important to her before, the Dip.Ed. programme reinforced the concept of professionalism and how, what and when something is done and good punctuality. Another respondent of the same research claimed that she can now readily says that “Yes, I am a professional”. (Yamin-Ali, Pooma). This is not a fundamental indication that untrained teachers are unprofessional, but determines that the training program enhanced this necessary feature of teaching, therefore improving the effectiveness of teaching. Professionalism was not explicitly mentioned by any of the interviewees for this research paper regarding perceived differences of teacher training programmes, but their responses indicated that they did believe themselves to be more professional after being trained. Yamin-Ali and Pooma also indicated that participants of a study that was undertaken expressed a change in perspectives as their role as a teacher. They viewed this role as more comprehensive and which encompassed factors such as making FL learning enjoyable for each student, especially those with minimal interest. These comments are comparable to the responses of T2 T7 and T9, who conveyed that they esteemed that they were better able to meet their students’ needs and maintain their interest, as they learned that it was a crucial component of their role as FL educators. In addition, the importance of content knowledge was also highlighted as by three of the interviewed teachers. They expressed that the training programs in which they participated emphasized a need to be versed in the content of the subject is pivotal.

Although it is highly important to be fluent in the TL and to hold a degree and to be proficient in reading, writing, listening speaking and grammar of the language, it is seen as insufficient to being a qualified well-rounded teacher. “The teacher may have the knowledge, but may not know the strategies, methodology and how to cater to the needs of his/her students” was

expressed by T3. In a study done by Otway-Charles, it was revealed that “The increase of appropriate contexts incorporated in lesson plans and actually implemented in the classroom is evidence that all nine teachers, by the end of the Dip.Ed. programme, had a specific tool to enhance their students’ learning in the classroom” (Otway-Charles 2012). This shows that although untrained teachers may be very competent as holders of degrees in the TL, the lack of training may be a hindrance to them unlocking their full potential as educators and meeting the needs of their students. In this way, the optimistic beliefs about teacher training by the respondents of this research can be said to be positive, considering that aforementioned benefits that can be had be from teacher training programmes.

Another area of contention that arose from the interviews was native speaker vs non-native speakers as foreign language teachers. T8 stated that “Training is necessary. A native English speaker will not necessarily know how to go about teaching his language to non-speakers. You may know how to pronounce words, you may know how to read, but when it comes to teaching, to impart knowledge, you may not be proficient enough.” However, the importance of fluency in the language taught should not be undermined. An opposing view is held by Phillipson who vindicates that “native speakers of a language have a better command of fluent, idiomatically correct language forms, are more knowledgeable about the cultural connotations of a language (Phillipson 194). Another view held is that teacher training can provide the features attributed to native speakers of a language, and that that non-native teachers also have the capacity to be knowledgeable about the process of language learning, about the appropriate use of language and correct forms, and can possess the ability to explain and analyze the language. Braine maintains that “the very fact that non-native speakers of a language have

undergone the process of learning a language makes them better qualified to teach the language than those who are born to it” (1992, pp. 194-199).

The efficiency of non-native or native speakers in foreign language education can depend on the context, the unique situation of the educator and student. Fluency can be gained by travelling and spending time in a country where the TL is the official language. However, that does not guarantee that the teacher is equipped to impart knowledge to student in the classroom setting. However, it is undeniable that teacher training programs provide valuable information, and techniques that facilitates language acquisition.

Foreign language teachers in Grenada qualify to teach at the secondary level with a Bachelor’s degree in the relevant language, and do not require teacher training. Any training done is in-service and optional. The previous finding and analysis substantiate that it should in fact be considered to implement policies which stipulates that teachers should receive training. However, this might prove to be problematic since the two main options available are Teachers College and pursuing a degree in education at UWI open campus. Additionally, from the observations of the researcher, in Grenada, teaching is seen as one of the main go-to jobs to pursue after earning an Associate’s degree at TAMCC. It is used as a means of earning money before moving on to pursue university education. However as the example of T8, the teachers who intend to remain in the service will like to receive training. If teacher training is made a requirement for teachers before entering the system or during, this may reduce high level of turnover of new teachers, because investments would have been made. This will also improve the quality of education received by the students of the island. These new teachers may have similar positive perceptions of teacher training, but a disinterest in teaching as a career makes them reluctant to receive training. Additionally, although most persons perceive that the in-

service or induction training for new teachers is insufficient, it may still provide some insight and equip teachers with some necessary tools. Although not in depth or detailed, classroom management lesson planning and introduction to guidance and counselling, are some of the scopes taught during these sessions, which are very important tools for the classroom. Although not enough as a sole training programme, since it merely scratches the surfaces, it is a good place to start and can be linked with the information and tools learned during training programmes. I have done several courses and was able to implement some of the organization and lesson planning principles that I learned from induction training, but I also acknowledged that there was so much more to learn since this two week training session barely scratched the surface. These training sessions may also pique the interest of young teachers to receive pedagogical training, since the value of training in pedagogy will be perceived.

Trained teachers are exposed to more methods and strategies during their training programmes. However, many untrained teachers use these same strategies, such as using teaching and multimedia in the classroom and varying activities to hold students' attention. There are some trained teachers that do not use technology. They use only the blackboard and the text book in addition to speech. T1 stated that she never uses any form of multimedia during instruction, whereas T5 did. This indicates that although teacher training provides an array of strategies to teach the information some teachers, due to personality, or preference have a preferred method of instruction. Additionally time constraints in the classroom (one period is 35 minutes long) may also be a factor. From observations and perspective of the researcher, the setting up of the equipment such as the projectors reduces the time for instruction, and teachers may be eager to complete the syllabus and to keep on par with the other teachers or classes of that level which may cause them to use the method that consumes less time.

There were also varying opinions regarding the extent to which the TL should be spoken during instruction. T9 thought that more 80% of the TL (Spanish) should be spoken to the students. When asked about the understanding factor, he stated that though the student may initially be frustrated, it was valuable in helping them to improving the students' communicative competence. All other teachers stated that 50/50 (TL/Native Language) is the best methods, to use at the secondary level since students may become frustrated since the TL will not be heard anywhere but in the classroom.

This chapter analysed reasons for the perceptions of teachers training as indicated in the literature review and the findings, highlighted the main differences between trained and untrained teachers and analysed the concept of immersion and native and non-native foreign language teaches. The conclusion which follows will summarize the main pints of this research paper, and put forward recommendations for future applications.

Conclusion

This study focused on the perceptions of teacher training of foreign language teachers of two secondary schools in Grenada, the main perceived differences between a train and an untrained teacher, and native and non-native foreign language teachers of the TL. It also looked at the role that pedagogical training plays regarding confidence and comfort levels of teachers in the classroom. Furthermore, it analyzes the situation of teacher training in Grenada and if teacher training should be made a requirement for foreign language teachers at the secondary level. It was found that, for the most part, there were positive perceptions of the benefits of training and its impact on education. Both trained and untrained teachers expressed that training equips teachers with the necessary tools to impart knowledge to meet student's needs, to facilitate learning and understanding and to motivate students. Most of the untrained teachers valued the positive contributions that they perceived that training makes on pedagogy and showed interest in becoming trained teachers. Moreover, trained teachers stated multiple benefits and positive changes that derived from training programmes. It was seen that these perceptions may have come about because of the education system in Grenada, where having the status of a trained teacher may lead to holding a permanent position in the service, and also its prestige. Additionally, the untrained teachers' positive views on teachers training may have been brought about due to observances of more experienced teachers. Researchers of similar themes in various parts of the world also hold positive outlooks of teacher training and its necessity. There were numerous perceived benefits of the Dip.Ed. programme with participants of surveys expressing an improvement in professionalism, confidence, methodology and self-efficacy.

With regards to methods of instruction, it was seen that trained teachers employed a variety of strategies, but so did some untrained teachers. Testing seemed to be one main

difference between trained and untrained teachers. Trained teachers were seen to have a more comprehensive idea of effective testing and questioning. It was seen that some methods may come about due to preference, since both trained and non-trained teachers used technology during instruction, or the amount of the TL spoken during pedagogy.

Furthermore, fluency in the language was seen as inefficient to be a quality educator. Knowing the information is essential, but may be insufficient when it comes to imparting knowledge and using the right strategies to suit students' needs and to correct sociolinguistic imbalances.

From all the preceding findings and analyses, it can be concluded that foreign language teachers of the St. Joseph's Convent, St. George's and the Presentation Brothers College perceive that teacher training is vital, beneficial and recommended. This indicates that teachers should be required to receive formal pedagogical training, since the benefits that training holds are numerous. It is also very clear that more research needs to be done in the field of foreign language acquisition in Grenada and in the Caribbean in order to provide quality education to our youth, the backbones of our society. It is hoped that this research paper will be a catalyst to do further research in this field. All foreign language teachers in Grenada may benefit from the analysis and the results of this study. Furthermore, more research needs to be done from the point of view of the students, in terms of their perceived differences between trained and untrained teachers and if, from their point of view, they have benefited from their teachers receiving training. The interest and results arising from this research paper piqued the interest of the researcher and this theme will be considered a field of a research to pursue at the postgraduate level. The researcher recommends continued research in this field for the island of Grenada and updated statistics concerning educating and teacher training. The paucity of data and information

about the island of Grenada posed a challenge of gathering information about this topic as there was little data and most of what was found was outdated. This research paper proved that much more research needs to be undertaken and branched out to other institutions in Grenada. However, the positive perceptions with regards to teacher training of both trained and untrained teachers language education in modern times shows profound transformation, and it is apt that Grenada and other Caribbean islands provide quality language education, in keeping with international levels of linguistic and communicative competence so that the children to become competent bilinguals, polyglots, and professionals.

Works cited

- Braine, George. *Non-native Educators in English Language Teaching*. Mahwah: Taylor and Francis, 2013. Print.
- Clifford, Catherine. "Quality education in teacher preparation: Considering the views of teachers and students." *Caribbean Educational Research Journal*, vol. 2, Sept. 2010, Accessed Feb. 2017.
- Freeman, Donald. "Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education." *TESOL Quarterly*, vol. 23, Mar. 1989, Accessed 23 Jan. 2017.
- "Grenada." *UNESCO IBE - World Data on Education, 6th edition - Grenada*. N.p., n.d. Web. 21 Dec. 2016.
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Kallestad, J., & Olweus, D.
- Otway-Charles, Susan. *Experience of Four Foreign Language Teachers on a T Teachers on a Teacher Education Programme*. Thesis. University of the West Indies, St. Augustine, 2006. N.p.: n.p., n.d. Print.
- MINISTRY OF EDUCATION, TRINIDAD AND TOBAGO (WHITE PAPER) Education policy paper (1993-2003) (Port of Spain, Trinidad, Ministry of Education, Trinidad and Tobago).
- Kallestad, Jan Helge; Olweus, Dan, *Scandinavian Journal of Educational Research*, v42 n3 p257-79 Sep 1998

Richards, Jack C. *Beyond training: perspectives on language teacher education*. Cambridge, Cambridge Univ. Press, 2003.

STEWART, I. & THOMAS, E. (Eds) (2006) *Teacher Education in the Commonwealth: Caribbean issues and development* (London, Commonwealth Secretariat. Web. 20 Dec. 2016.

Thiessen, D. (2000, Jan-Mar). Developing knowledge for preparing teachers. Redefining the roles of schools of education. *Educational Policy*. Vol 14 No.1. pp 129-144

Wolf, M. A. (2009, April 24). The importance of teacher professional development. The Huffington Post. Retrieved from http://www.huffingtonpost.com/mary-ann-wolf/the-importance-of-teacher_b_191259.html

Yamin-Ali, J. "Context" – The Magic of Foreign Language Teaching. *Caribbean Curriculum*. Vol. 17, 2010, 17–32.

Yamin-Ali, Jennifer, and Dev Pooma. "HONING A PROFESSIONAL IDENTITY: The Outcome of a Teacher Education Programme." *Caribbean Curriculum* 19 (2012): 67-90. Web. 23 Feb. 2017.

Appendix 1

Interview questions – Untrained Teachers

1. What language/s do you teach?
2. At what level?
3. Do you like teaching?
4. How long have you been teaching?
5. Have you received teacher training?
6. How will you assess your overall proficiency in the language/s you teach? (In grammar, listening, reading, writing, speaking, vocabulary, culture)
7. How did you gain your knowledge in the language/s that you teach? (Degree, certificate, spending time in a country where the language is spoke, etc.)
8. Are you interested in becoming a trained teacher?
9. (If yes) What are your reasons for wanting to become one?
10. (If not explained in previous answer) What advantages do you perceive are derived from a teacher receiving training?
11. It has been said that teachers who have not received teacher training are less competent than those who have. What are your views on this?
12. During your time as a teacher, have you observed/seen any trained foreign language teacher during instruction? If yes, did you notice any differences such as student response or instruction methods?

Appendix 2

Interview questions – Trained Teachers

1. What language/s do you teach?
2. At what level?
3. Do you like teaching?
4. How long have you been teaching?
5. Have you received teacher training?
6. What type of training/training program have you undergone?
7. What motivated you to receive teacher training?
8. How will you assess your overall proficiency in the language/s you teach? (In grammar, listening, reading, writing, speaking, vocabulary, culture)
9. What do you think are the main differences that exist between trained and untrained FL teachers? What have you found yourself doing differently after being trained?
10. What is your opinion on teachers who have not received pedagogical training?
11. Would you say that teacher training is a necessity/ do you recommend it?

Appendix 3

Categories of teachers at the different levels of education in Grenada (2006)¹

Grade	Level
Certificated II teacher	Pre-primary, primary, secondary
Certificated I teacher	Pre-primary, primary, secondary
Qualified teacher	Pre-primary, primary, secondary
Graduate teacher	Secondary, tertiary
Principal II	Primary
Principal I	Secondary
Vice-Principal	Tertiary

Descriptions

Principal II: a teacher who has served for not less than five years as a teacher and who has obtained a certificate of trained teacher or a degree from a recognized university and is appointed as the principal of a public educational institution.

Principal I: at least five years of experience as principal of a primary school plus one year of university training or a degree from a recognized University plus one year of professional training or a second degree.

Vice-Principal (tertiary): a teacher who has served for not less than three years as a teacher and who has obtained a certificate of trained teacher or a degree from a recognized university and is appointed as the vice-principal of a public educational institution.

Graduate teacher: a teacher who has obtained a degree from a recognized college or university.

Qualified teacher: a teacher who has obtained the certificate of a trained teacher from a recognized college or university.

Certificated I teacher: a teacher who has obtained passes in four CXC/GCE O-level subjects including English language plus the Teachers Certificate Parts I and II or an equivalent qualification or one who has obtained passes in at least two GCE A-level subjects.

Certificated II teacher: a teacher who has obtained passes in four CXC/GCE O-level subjects or an equivalent qualification.

¹ UNESCO website :

http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/LATIN_AMERICA_and_the_CARI_BBEAN/Grenada/Grenada.htm