

ABSTRACT

The Implementation of the CXC Syllabus in St. Lucian Secondary Schools

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The linguistic situation in St. Lucia implies that the implementation of a regionally designed syllabus depends on the sensitivity of the teacher to the local context and his/her ability to interpret and adapt such a syllabus appropriately. This study is an exploration of the implementation process as it applies to the use of the CXC English 'A' Syllabus, by teachers in St. Lucian Secondary schools. The study utilized the qualitative approach and sought to obtain data, via questionnaire, interview and classroom observation, on the interpretation, adaptation strategies and general methodology which teachers applied to their implementation of syllabus. The design is that of the descriptive case study, the cases being fourteen teachers from seven secondary schools in St. Lucia.

Findings indicate that Secondary school teachers in St. Lucia experience difficulty implementing this syllabus for several reasons:

- i. a narrow interpretation of syllabus aims
- ii. a lack of professional training which inhibits teachers' ability to utilize appropriate methodology
- iii. ignorance of the nature of the linguistic reality of the students' situations
- iv. a tendency to teach from examination papers

The study concludes that the overall aims of the syllabus are therefore not being realised in the classrooms observed.

The researcher recommends that serious attention be paid to the training of teachers who are faced with the task of fulfilling the language needs of their students without an in depth understanding of the implications. Urgent consideration should be given to a professional training programme designed for secondary school teachers, which would address syllabus interpretation, methodological approaches, linguistic awareness and the development of effective adaptation strategies.