

ABSTRACT

The Development of English Language Curriculum
(Secondary Level) - Resolving Conflicting
Perceptions through the Delphi Technique.

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The work provides a procedural example for the development of English Language Curriculum (ELC) at the secondary level through the use of the Delphi Technique. Conflicting perceptions of ELC initially existed among the selected panellists who were drawn from knowledgeable stakeholders in the educational system. At the end of three iterations of questionnaire responses, levels of consensus among the panellists increased from 0.17 to 0.43 in orientation/goals; from 0.13 to 0.64 in methods/content; from 0.18 to 0.45 in evaluation; and from 0.24 to 0.67 in outcome. The composite rankings of the items on the

questionnaire indicated that generally panellists preferred an eclectic ELC which focussed on (a) personal relevance (b) the development of the cognitive processes and (c) the mastery curriculum.

The work demonstrates that notwithstanding difficulties in the local language situation, it is possible to make a unified national effort to provide ELC that is relevant to language needs of Trinidad and Tobago.

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