

ABSTRACT

An Evaluation of the Secondary Education Modernization Programme Language Arts Curriculum: Teachers' Perspectives of How Well They Are Achieving the Aims of the Curriculum in Selected Schools in the Northeastern Educational District

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This phenomenological study sought to evaluate four teachers' perspectives on how well they were achieving the aims of the Secondary Schools Modernization Programme (SEMP) Forms 1–3 Language Arts Curriculum in four selected secondary schools in the North Eastern Education District of Trinidad and Tobago. Data were collected through the semi-structured interview. Two main themes were identified: support and indicators of achievement. Discussion and analysis revealed that the teachers have some knowledge of the aims of the Language Arts programme, but the degree to which they perceived that they were achieving the aims of the curriculum could not be conclusively determined since the fidelity with which they used the curriculum could not be established in this study.

Keywords: Secondary Education Modernization Programme; Secondary school curriculum; Language arts; Curriculum evaluation; English; Trinidad and Tobago