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Student name: SHINICE ALI

Student ID no.: 816013954

Degree Program: B.A. SPANISH

Supervisor: DR. ANNE-MARIE POUCHET

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**LAKSHMI GIRLS' HINDU COLLEGE: A STUDY OF THE TEACHING AND
LEARNING STRATEGIES ON THE PERFORMANCE OF SPANISH
LANGUAGE STUDENTS AT THE CSEC LEVEL.**

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ABSTRACT

The Spanish language has proven to be one of the most vital and widely spoken languages in the Caribbean as well as the rest of the world, and possession of knowledge of it is of key utility in modern day societies. In Trinidad and Tobago, most secondary school students pursue the study of Spanish at least until the C.S.E.C. (Caribbean Secondary Education Certificate) level. As such, Lakshmi Girls' Hindu College was the school selected as a case study in analysing their teaching and learning strategies. To do this, electronic questionnaires were distributed to 20 former students of the school who wrote Spanish at the C.S.E.C examinations as well as five Spanish teachers of the form five level. It was found that the majority of techniques used by teachers were outdated and did not fully aid the students in their learning and ways by which they would be able to be fully immersed in the subject. These, along with students' lack of motivation in their learning strategies led to their average performances as seen in the grades that were received, showing a lack of care and motivation towards it. This study will seek to contribute to improving students' performances at the C.S.E.C examinations in the area of Spanish as well as ways by which they will gain motivation to pursue this subject by seeing its usefulness in modern Caribbean societies. Thus, pursuing further research about this will be beneficial to students when they become working individuals, and thus assist Trinidad and Tobago in producing a diverse and capable workforce in the future.

Keywords: language pedagogy, communicative language teaching (CLT), audiolingual, micro and macro perspectives, ICT.

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INTRODUCTION

This research paper entitled “Lakshmi Girls’ Hindu College: A study of the teaching and learning strategies on the performance of Spanish language students at the CSEC level” sought to investigate and examine the various modes of instruction while simultaneously analyzing its impacts on students’ performances at the Caribbean Secondary Education Certificate (CSEC) examinations at the aforementioned secondary school. The language of Spanish has proven to be of grave importance and popularity in modern day society. With over 400 million Spanish speakers worldwide and it being the second most spoken native language in the world (British Council, 2014), the Spanish language has thus emphasized itself as a vital component in the arsenal of any individual in being able to acquire jobs or even just to communicate with persons.

At a local level, it is evident the proliferation of Spanish influences that can be seen in the Caribbean as a result of the colonization by Spain of numerous countries, namely the Greater Antilles. In this respect, it is obvious the need to study this language in schools across the countries. However, the effectiveness and strategies employed by schools teaching this subject should be analysed. This is due to the fact that some schools in this country tend to perform better than others in Spanish at the CSEC examination, as well as the different capabilities of the students, thus leading to the need to research the reasons for this. As a result, Lakshmi Girls’ Hindu College was chosen as a case study to examine their teaching and learning strategies as well as its effectiveness and how this can correlate to better improving and enhancing performances of students across the Caribbean.

Rationale:

This study specifically focuses on the teaching and learning strategies of CSEC students at Lakshmi Girls' Hindu College and whether these methods have proven to be effective, as well as considers the challenges faced in this process. As a graduate of Lakshmi Girls' Hindu College and a current Spanish major, the researcher's interest stemmed from observing the methods used in the teaching of the former as compared to the latter, as well as differences in other secondary schools. It posed the question of why some educational institutes were able to outperform others in the CSEC examinations. The Spanish language taught at Lakshmi Girls' Hindu College utilized principally technological approaches to teaching in its mode of delivery and students used many online resources in their learning approaches. As a result, this mode of teaching and learning and the resulting difference in their performance piqued the researcher's interest, leading to this analytical study.

Language pedagogy has greatly evolved throughout the years, digressing from traditional face-to-face learning to now utilizing more modern and dynamic approaches through the use of technology. It was highlighted that "integrating technology into education has become a useful and alternative agenda to educators" (Chen, p. 65). As a result of the new ease of accessibility and innovative ways by which students can now learn, think, research and present, specifically in the domain of foreign language learning, they will now be presented with a wider plethora and variety of information and learning resources. Also, the usage of technology tends to create 'extrinsic motivation' among students which in turn would trigger their motivation as a result of it being a more interesting way of learning rather than the sole use of textbooks (Maxwell, p. 81). It cannot be denied that there have been numerous studies on the effectiveness of technology in the role of education, but many have not examined its specific benefits in language acquisition.

Also, some researchers have perpetuated society's belief that physical interaction and face-to-face learning is the only viable way of effective learning which will be investigated in this paper. Language learning has been seen to require a lot of individual work outside of teaching sessions and the manner in which this is conducted at Lakshmi Girls' Hindu College will be analyzed as well as its resulting outcomes.

Objectives:

The aim or purpose of this research is to gain insight into the most effective and useful strategies to enhance students' Spanish abilities and greater performance at CSEC examinations, as well as the those which prove to be ineffective. Hence the objective of the research is to highlight the strengths and limitations of the various modes of instruction and students' learning techniques whilst recommending solutions to greater improve these aspects and bring awareness to educational facilitators.

Research questions:

The following research questions were suggested for investigation in the present study:

1. What types of teaching strategies are employed in classes?
2. What strategies do students employ in their learning of the language?
3. What is the average performance of students at the CSEC examinations?
4. How does this performance reflect the effectiveness of teaching and learning strategies?
5. What can be done to improve students' learning outcome?

Methodology:

The research design is qualitative in nature, with questionnaires distributed electronically using google forms to former students of Lakshmi Girls' Hindu College as well as to form 4 and 5 teachers on their teaching strategies. The performances and number of years' results at the CSEC examinations will also be analysed in relation to this in order to examine and discuss the outcomes.

This type of research was chosen due to its proliferation of benefits of qualitative research namely the ease of administration and analysis and the fact that it is less time-consuming. Furthermore, it allows the researchers to make generalizations based on findings and the use of questionnaires allows confidentiality as the participants are not required to divulge names, thus ensuring that they are able to answer honestly without fear of judgement. Hence, each participant was informed beforehand that their participation was voluntary and completely anonymous. The questionnaire employed the use of several categories of questions such as dichotomous survey questions, multiple choice, open-ended questions which will allow for categorical or a nominal analysis of the data.

Through open-ended questions, qualitative data could be easily acquired as the researcher gains more insight since respondents were encouraged to elaborate on their answer such as why they hold a certain view or attitude. The data was automatically collected and stored in google forms and were readily converted into qualitative data. Additionally, the questions were standardized signifying that the participants were asked the same questions in the same order and as such the questionnaire could be duplicated and tested for reliability and consistency.

Chapter Outline:

Further to this, the following chapter, Chapter 1 will demonstrate how the subject matter was formerly studied by providing insights into previous research and it will also establish the theoretical framework for the research while simultaneously contextualizing the study. Chapter 2 will present the accumulated data using illustrative materials to represent key findings. Chapter 3 gives an interpretation and synthesis of the findings while comparing the findings of previous research with current ones as well as taking into consideration new observations.

CHAPTER ONE

Literature Review

This chapter seeks to provide an in-depth insight into the conceptual framework of this research paper by examining pre-existing literature in order to fully comprehend the importance of this topic. As mentioned in the introduction, Spanish is the second most spoken language in the world and as such is taught in a proliferation of educational institutes around the world. In this respect, it is evident that there are numerous previous studies of language teaching and learning which have been carried out and their results tested. Thus, the importance of conducting a study of this type within a local setting is evident, since language learning, Spanish in particular, is of immense value and an important asset to possess in today's society. As such, the literature review will seek to examine existing case studies pertaining or possessing similar value to the research questions outlined in this paper.

To begin this discussion, it is worth noting that in teaching a foreign language, greater emphasis on diverse and innovative teaching strategies are required as compared to other subjects. Research conducted has been seen to conceptualize the best strategies to employ when teaching a foreign language to students (Kruitkova, p. 941). This study highlights communicative language teaching (CLT) as “a set of principles second language teachers (L2) should follow in order to provide the most efficient and effective mode of instruction to their students”. Firstly, audiolingual is a teaching method which highlights the teacher as an expert, authoritative figure in the classroom (Lee and Vanpatten, p. 236). However, this is highlighted as a tool that should never be employed when it comes to teaching another language since it requires greater communication than other subjects. As such, students should be allowed to

interact, interpret, express, and negotiate within the classroom similar to how they would in the real world in order to fully indulge themselves in learning the language.

Furthermore, it is important to understand that in order to provide effective teaching strategies, teachers need to find some way to motivate students to learn. Multiple studies and evidence have shown that if a student is motivated or enthusiastic to learn a subject, it is likely they will perform better as compared to if they feel that is a 'bore' or 'punishment' which is the case for some students learning a foreign language who may see no need for it. Hence it is emphasised that "high motivation can make up for deficiencies in student's aptitudes and learning conditions" (Dörnyei, p. 42). In this case, it cannot be denied that students possess different individual capabilities including their style of learning, strategies, strengths and weaknesses. Nevertheless, as teachers, it is important to draw out the best out of each student regardless of their previous abilities and help them to reach their full potential. In language acquisition theories of micro and macro perspective strategies can be employed. A macro perspective as providing instrumental motivation, that is, provoking a student's desire to attain some goal, for instance using a second language for career purposes or to travel abroad (Dörnyei, p. 42). Micro perspectives highlight "motivated task engagement" which in turn leads to "improved performance on a task" (Egbert, p.87).

Though there are many other strategies, such as the types of assignments, splitting the component into the various sectors of language learning, namely reading, writing and listening, proper training, etc. a few gaps still exist. While conducting research, it was clear that there is a lack of research pertaining to the Caribbean and Trinidad and Tobago in particular. Compared to American and European education systems, it was seen that there are not many studies published in terms of a local context on the teaching and learning strategies utilised. As such, it is quite

difficult to comprehensively understand what methods would enhance learning and teaching and thus produce better outcomes. It is obvious that teaching styles in American schools differ from those regionally and locally as a result of the difference in the vernacular. It was also evident that not many studies emphasise the use of technology as a teaching strategy, solely for learning purposes. It is evident that technology is all around us, and with the plethora of avenues to teach a foreign language in the classroom, for example utilizing multimedia and visual aids to make learning more appealing, it is an avenue which should be studied since it could possess great benefits. It is obvious that with the presence of the COVID-19 pandemic, it has revealed that many persons in Trinidad and Tobago are not ready for technology with a plethora of persons proving to be computer illiterate, thus posing a major problem which needs attention. However, this country has proven to be a little better off than many other Caribbean regions in terms of the donation of devices to students and teachers in order to facilitate learning, regardless of the socio-economic issues, this highlighting the importance of technology in education.

On the other hand, it is imperative to recall that the process of learning another language, in this case Spanish, is one which cannot be solely done within a classroom setting in a short period of time. It requires a lot of autonomous work by students and continuous learning and immersion of the language in order to grasp all of its diverse components. In so doing, student's learning strategies are one of the most important aspects in successful immersion of a language. The principal strategy, as outlined in the previous paragraph, has to do with the use of Information and Communication Technology (ICT). It is said that "ICT acts as a catalyst in motivating learners to work in new ways" (Hennessy, p. 155). Since language learning requires a proliferation of individual work, learners are actively able to retain more information by increasing their exposure to language and culture as they can practically get any resource they

need (Costley, par. 5). In this respect, technology is able to facilitate cooperation among teachers and learners as it allows learners to become somewhat ‘assistants’ in the teaching process, which can in turn increase their confidence. A study was published showing that ICTs were shown to increase student’s responsibility and improve their skills in reading and writing, obviously an important feat in bettering their examination performances (Peregoy and Boyle, p. 52). However, though this study possesses numerous excellent factors to the effectivity of technology to learners, it fails to address some concerns and issues that can arise from this. Firstly, the use of technology takes away that face to face or physical interaction which many students need in order to properly learn. There is also the risk that the technology may be used in improper ways, that is, for students to take ‘shortcuts’ in their learning, for example using google translate for their homework which emphasises their lack of learning in that case.

Moreover, it is imperative to consider, along with all the information presented, the performances of students at the CSEC level in order to understand their strengths and weaknesses and thus be able to thoroughly investigate the matter and offer solutions. According to a local article by CNC3 (Lee, 2020), the results of the previous CSEC examination show a great improvement in performance as compared to the previous years, despite the advent of the Corona virus. In this respect, the Director of Operations of the Caribbean Examinations Council, Nicole Manning, highlighted an increase in the total number of grade ones, with 52% of students passing Maths, 82% passing English and improvements in Sciences, Social Studies, History and French. However, the statistics found that improvements in Spanish were miniscule. In 2015, on their website, CXC recorded an improvement in Spanish with 68% of entries receiving acceptable grades, a 2% increase from the previous year. In 2018, 70% achieved grades I-III as

compared to 67% in 2017, with proven improvements in speaking and writing but a decline in the profile of reading.

In so doing, it is obvious that there is a lack of recent and thorough documentation in the field of Spanish where, according to these results, there have been improvements in some aspects of it, but also there is a lack of research done in field to know exactly which areas, and which schools need improvements as it is a very broad spectrum. This may be due to the fact that many news sites and professionals focus on the more 'popular' areas such as Mathematics, English or the Sciences, with little regard for the importance of Spanish. Hence, it is difficult for Spanish teachers and students to identify their weaker areas and improve these results. This is yet another reason for conducting this study.

With reference to the language teachers at Lakshmi Girls' Hindu College, in 2020, they achieved a pass rate of 75% in the Spanish language at CSEC, with these students achieving grades I-III. However, a minority actually pursue the subject further and the school does not record many achievements or scholarships in this area, as compared to other fields such as business and science. Lakshmi Girls' Hindu College as a top performing high school, seems to succeed at the majority of their endeavours except languages, and in focus, Spanish, is deemed to be one of their weaker areas and shows a gap in terms of the high quality of this school.

In this respect, it is evident that the performance shown by students reflects that their teaching and learning strategies do prove to be effective but there is potential for great improvements. It is therefore obvious that the strategies they have implemented may be improved and modernised in order to garner higher grades, more passes and better attitudes toward the subject.

To conclude, as can be seen from the aforementioned paragraphs, teaching and learning strategies will have a great influence in terms of the performance of students at examination levels. However, in terms of Lakshmi Girls' Hindu College Spanish students' performance at CSEC, there seems to be great potential for success but the results at CAPE suggest there may be some challenges. There is also a lack of research in this area. As such, this paper will seek to examine those gaps in the literature in order to provide a comprehensive and detailed analysis on the themes of learning at the school, including those strategies that work and those which can be improved as well as measures that can improve the performance of the students.

CHAPTER TWO

Findings

This chapter will present the results of the electronically distributed questionnaires to both the former students as well as the current form four and five teachers at Lakshmi Girls' Hindu College on their learning strategies as well as the teaching strategies respectively. As a former student of the school, the researcher belongs to the sample population but however was more intrigued by the point of view of her peers. Electronic questionnaires were utilised as a result of its many advantages, namely ease of administration and a quick and easy forum with which participants could respond. Due to the anonymity, it also provides, both the past students and teacher need not feel uncomfortable, thereby reducing the occurrence of them hesitating to provide their honest opinions on the matter. Since it was also electronically distributed, the response time was faster, and information was more easily gathered and also more accurate since there is less possibility of human error.

In terms of the research population, it consisted of 20 former students, all of whom wrote the C.S.E.C examinations at Lakshmi Girls' Hindu College. Opportunity sampling was employed since these were selected based on convenience and willingness to participate. Furthermore, five Spanish teachers at the school also participated, four current and one former form five teacher.

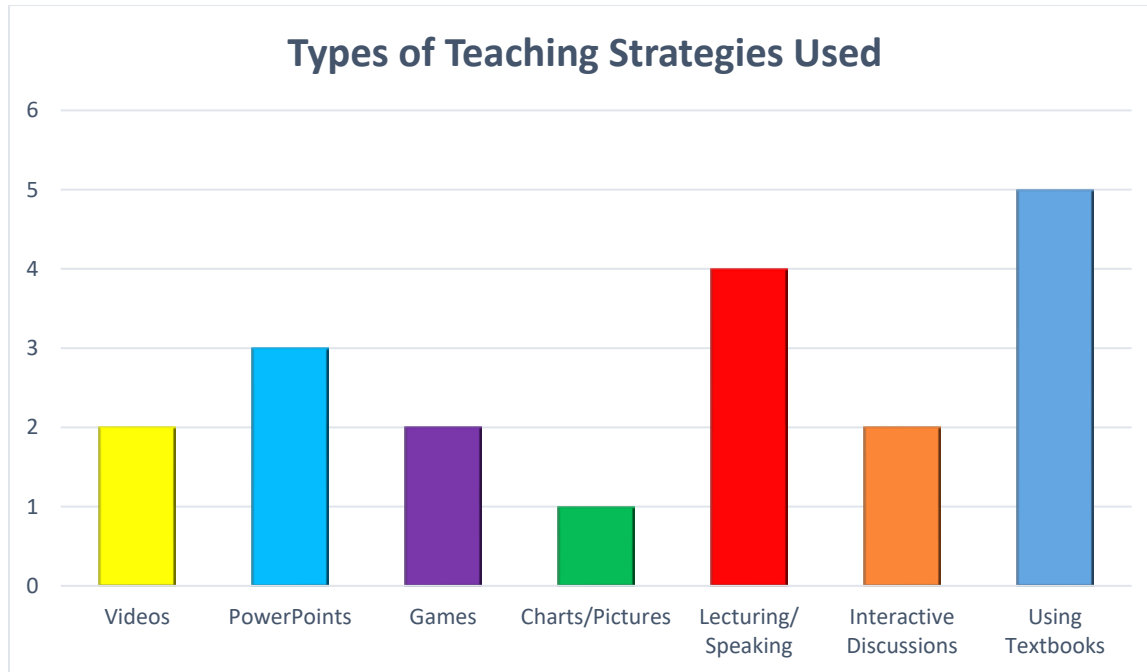


Figure 1 showing the types of teaching strategies used by form four and five Spanish teachers at Lakshmi Girls' Hindu College.

According to figure 1, all five teachers used textbooks in teaching as well as four (4) who teach via lectures or speaking to the class. Fewer teachers (3) used visual aids such as PowerPoints and only two (2) used video, played games and had interactive discussions. Finally, only one teacher used charts or pictures in their classes, thereby suggesting a lack of visual aids present within the Spanish language learning environment.



Figure 2 showing the types of learning strategies used by former Spanish students of Lakshmi Girls' Hindu College.

The above diagram illustrates that the majority of students (15) had a tendency to use online sources to practice their Spanish as well thirteen (13) who chose to watch Spanish videos or movies and twelve (12) who listened to Spanish music, hence emphasising a resounding number who used technology to enhance learning. Furthermore, nine (9) other watched videos/tutorials, seven (7) solely read the material, four (4) practiced at home and practiced speaking with peers while only two (2) interacted with native speakers. These results infer that most of the student preferred modern, technological methods to their learning which will translate into success at examinations since it will allow various skills of the students to be practised such as listening, reading, comprehension and thus, improving writing.

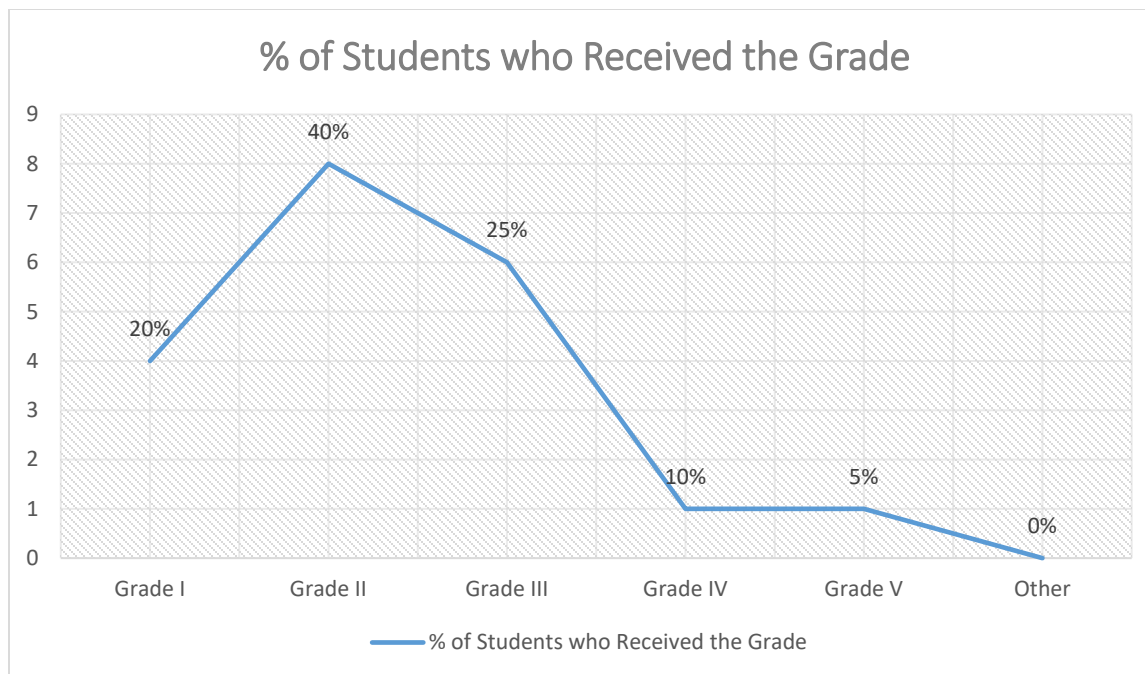


Figure 3 showing the percentages of the 20 students who received grades I to V in the C.S.E.C examinations.

A predominant number of students (40%) received a Grade II in their C.S.E.C examinations while the second highest, 25% received Grade III and only 20% achieving a Grade I. However, 15% of the research population failed Spanish at C.S.E.C, 10% with a Grade IV and 5% a Grade V. As a result, the majority performed averagely with only a few achieving distinctions and a surprising 15% failure rate. This correlates to a lack of proper teaching and learning strategies and where improvements in both areas may lead to better performances.

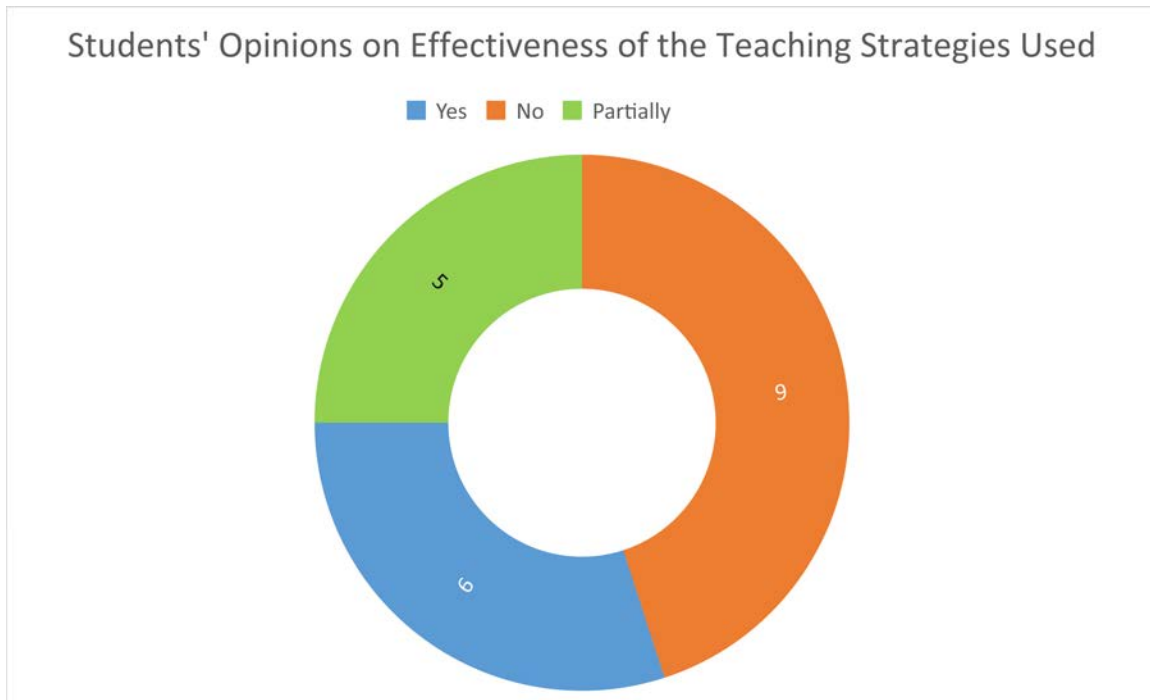


Figure 4 showing students' opinions on the effectiveness of the strategies used by teachers in their Spanish class.

A superior number of students (9) declared that they did not think the methods which the teachers used in their class were effective or sufficient and 5 stated that it partially worked. However, six respondents (6) agreed that these methods were sufficient, hence showing students' needs for more innovative and modern teaching ways to facilitate their education. Their reasons for not continuing the language may also be due to their lack of success in the area and as such may deter them from continuing to pursue Spanish.

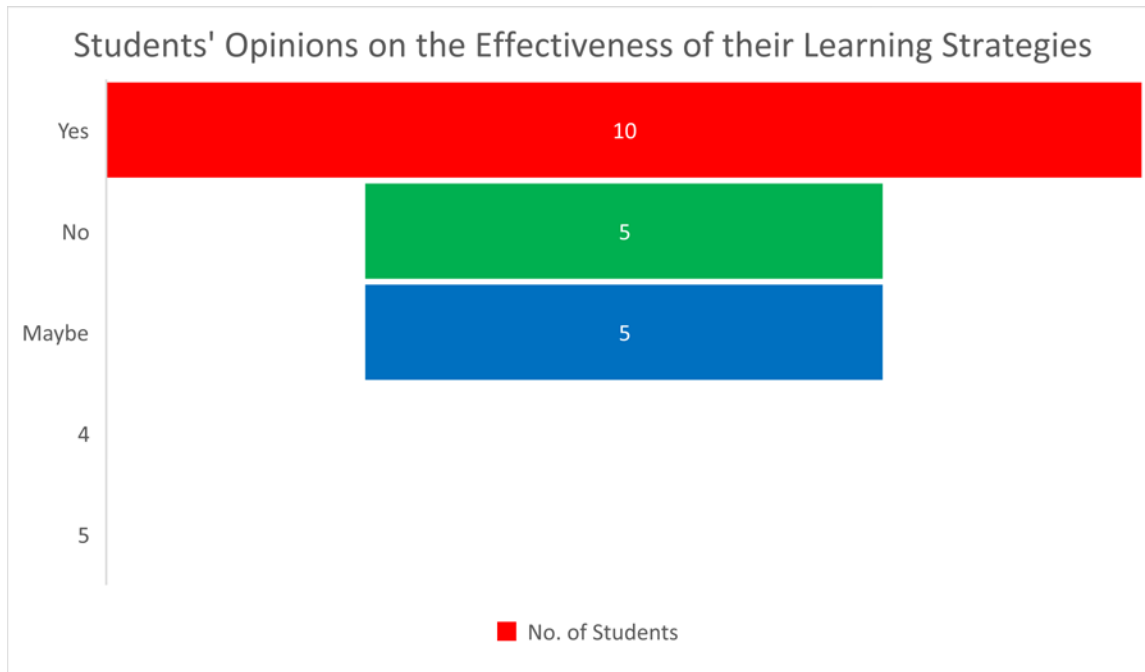


Figure 5 showing the students' opinions on the effectiveness of their learning strategies for Spanish.

A vast majority of the participants (10) indicated that they believe their strategies were effective in learning Spanish at school while five (5) indicated that they may not have used the most efficient methods and another five (5) stating that they partially worked. With respect to the grades achieved, it seems that some students used more effective strategies than others which should be further analysed.

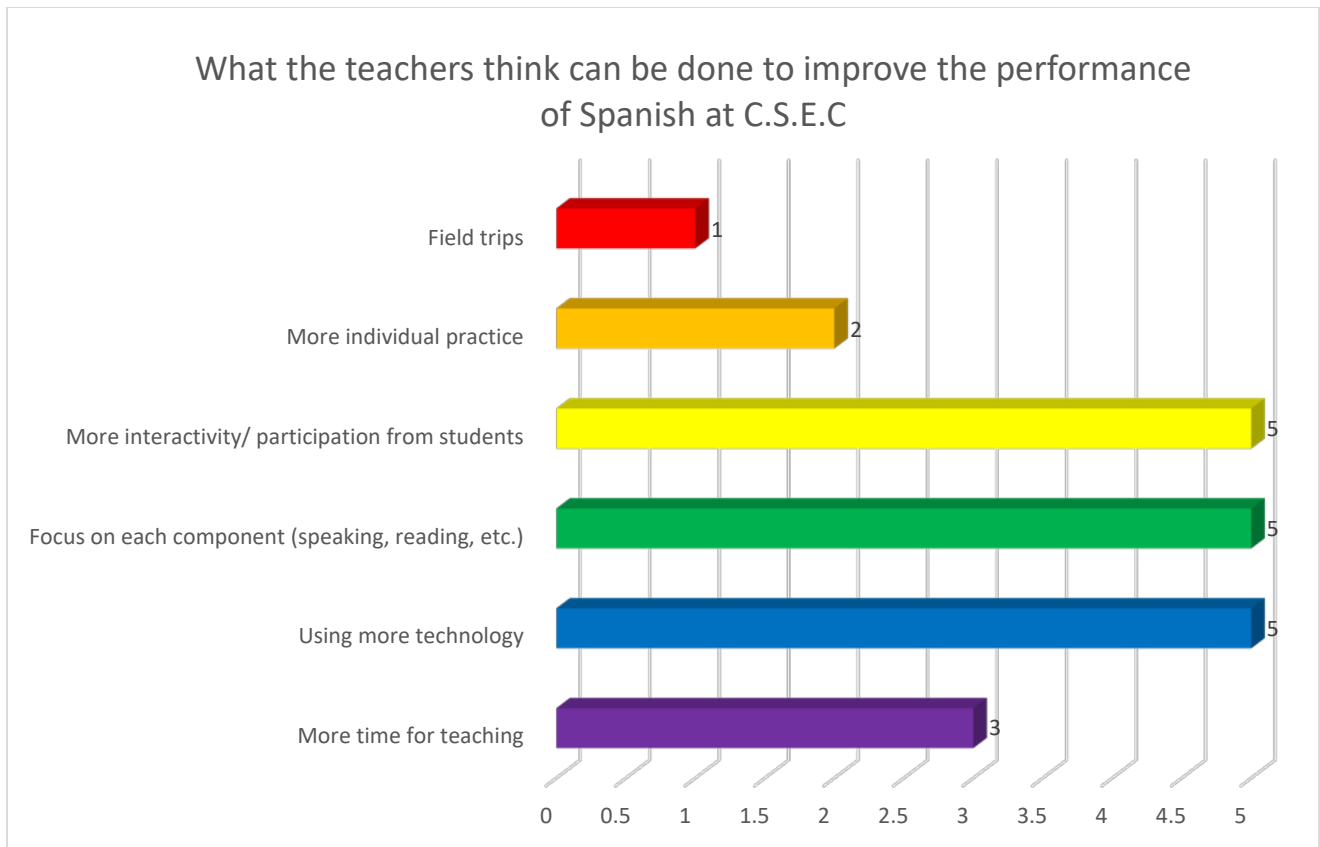


Figure 6 showing what teachers think can be done to improve the performances of Spanish at C.S.E.C level.

According to figure 6, all five (5) teachers agree that using more technology, focusing on each individual component and encouraging more participation/interaction in the classroom are effective means by which teaching and learning Spanish will be better improved. Similarly, three (3) suggest that there is need for more teaching time of the subject while two (2) stated that students need to do more individual practice and only one (1) highlighted that field trips may be useful.

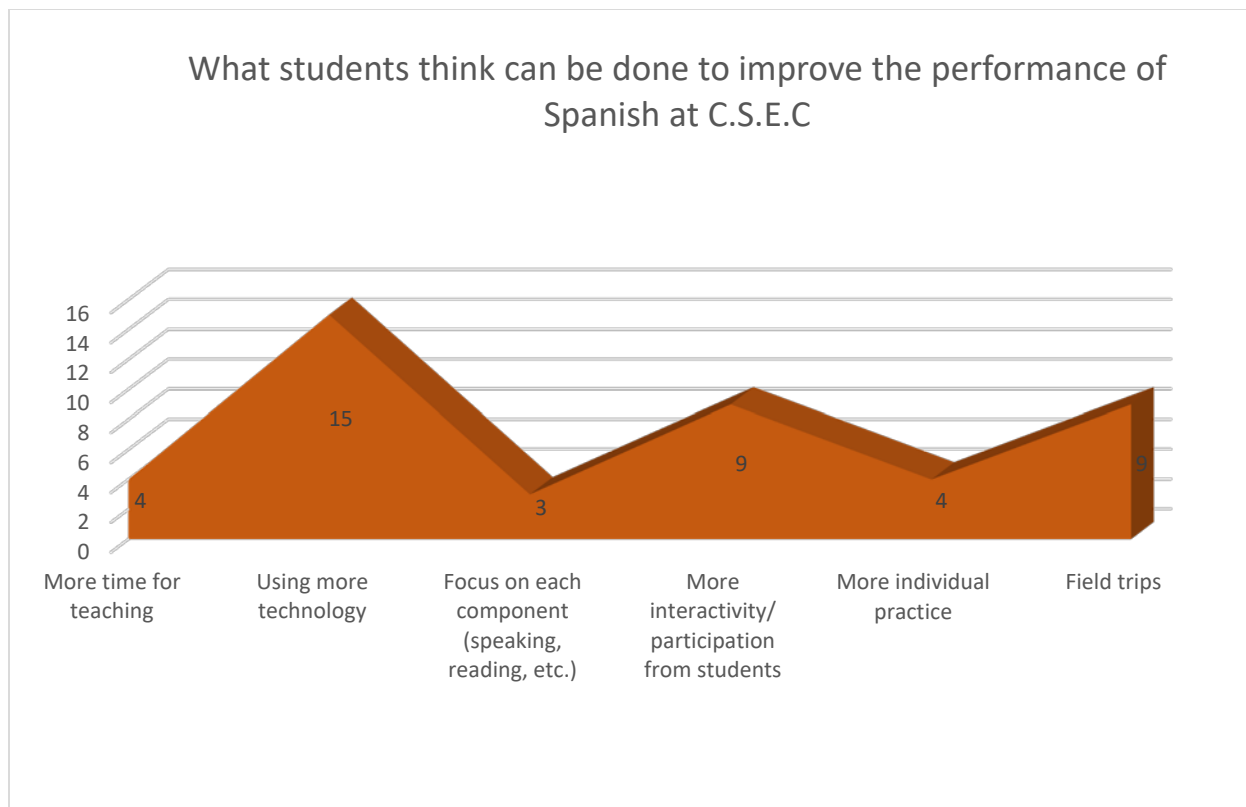


Figure 7 showing what students think can be done to improve the performances of Spanish at C.S.E.C level.

A substantial majority of the participants (15) indicated that they believe more technology usage in the classroom would greatly enhance performance thereby highlighting the need for more modern ways that appeal to the students. Nine (9) students also stated that there should be more educational field trips and more interaction within the classroom with the use of games, discussions, etc. Contrary to the perception of the teachers, fewer students believe that more teaching time or individual practice would improve the performances of students.

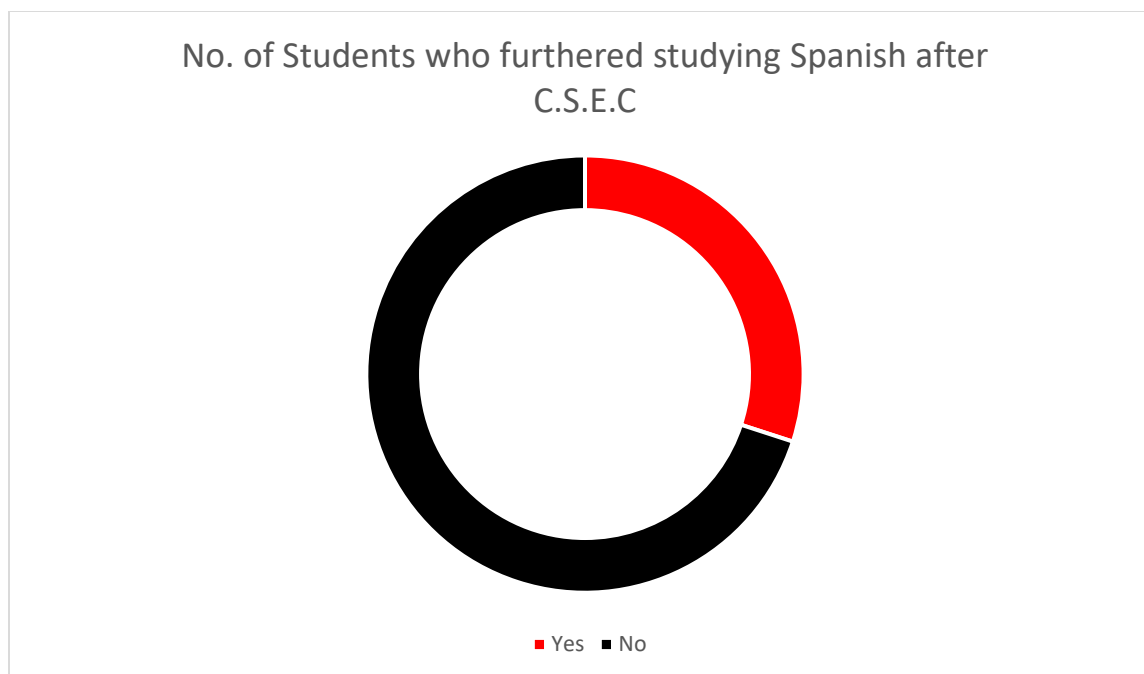


Figure 8 showing how many students furthered Spanish after C.S.E.C (CAPE, U.W.I, etc.)

Figure 8 highlights a vast majority of students who did not continue to pursue Spanish (14) after. The minority (6) who did, hence emphasised the lack of motivation or interest in the subject generated in their learning of the subject in forms four and five, a prime factor which needs to be examined and analysed in fostering better performances in the C.S.E.C examination.

To conclude, these results were based on the responses of twenty (20) former students of Lakshmi Girls' Hindu College who wrote the C.S.E.C examinations in form 5, as well as five Spanish teachers of the school. Though the sample size was small, the researcher was able to examine, analyse and generalise the findings as seen in the upcoming chapter three.

CHAPTER THREE

Discussion

In this chapter, the multiple sources of data have been analysed in order to determine and examine the extent to which the findings of the research confirm or contradict the previous research highlighted in the literature review, and to respond to the research questions that were posed.

To begin this discussion, according to Krutikova's research, the best way to teach a foreign language is via communicative language teaching (CLT) whereby students must interact, express and negotiate in the classroom similar to how they would in the real world. Her findings greatly contrast those of the current research as more than half of the participants indicated that the teaching styles utilised in the classroom comprise fewer interactive forums and rely more on the teacher speaking or lecturing for the majority of the time. In this respect, this greatly contradicts the advice given by the previous research where greater interaction allowed in the classroom would give students the chance to participate more and express themselves, thereby having more practice of the language as well as more enthusiasm since they would be fully indulged in the lesson.

Additionally, Dörnyei also emphasises the need for teaching strategies which would motivate students rather than having them feel like it is a 'bore' or 'punishment' and would enhance their learning and performance of Spanish. Thus, a lack of interactivity was seen in the findings where a great majority highlight that teachers at the school prefer to use textbooks rather than more fun alternatives such as games in the classroom. This relates to the findings in that teachers do not bring out the best in students since they are not able to freely participate and express themselves. In order to enhance learning, teachers should therefore provoke that

motivation and desire by showing students videos of Spanish speaking countries to promote them as travel destinations or for career purposes. In this way, students would feel a greater need to study Spanish which would stimulate their desire to learn and hence, would encourage them to perform better at C.S.E.C. examinations.

Furthermore, in terms of students' strategies in learning Spanish, the findings show great similarity to that of the previous research. Students were seen to understand that a great deal of autonomous work is required in learning a foreign language and as Hennessy indicated, ICTs were the catalyst in student learning. This was also purported by the respondents, approximately 75% of whom indicated that they prefer to use online sources to practice as well as watching Spanish videos or movies or listening to Spanish music online as their learning strategies. In this way, it allows greater interaction for Spanish students since they can control their own learning of the language which stimulates their interest and encouragement, and hence would improve grades. In terms of the previous research conducted by Costley, students do see the importance of technology since it offers a multitudinous array of information on practically any topic or issues that they wish to learn about, as well as highlights greater retention of information.

Furthermore, research conducted by Peregoy and Boyle compares to the findings of this research since technology has motivated greater responsibility in students and has shown great effectivity. Respondents have indicated that greater use of technology has improved their learning of the Spanish language and generates better grades. Hence, the use of technology as a learning strategy for students has proven to be a very efficient manner to improve performances and stimulate motivation. Additionally, it has also shown that students also prefer to be taught through the use of technology. This in turn advocates the need for more modern methods of

teaching and learning at Lakshmi Girls' Hindu College since if students are more engaged, it may facilitate greater performances of Spanish at C.S.E.C.

In addition to this, research of the average performances of students at C.S.E.C. in the area of Spanish is seen to be similar to that of the students of Lakshmi Girls' Hindu College. The Caribbean Examinations Council's (CXC) website highlights a lack of improvement in Spanish as compared to other subject areas with only 70% of the students in the Caribbean achieving grades I-III. This is shown to be equivalent to the grades achieved by Lakshmi Girls' Hindu College whereby the majority (65%) achieved grades II and III with only 20% achieving the top score (grade I). This emphasises a serious issue with the results of these average performances. Though, it seems that it may not be a major problem since the grades are average, it is poor when compared to the other subject areas of the school. Being one of the top colleges in Trinidad and Tobago, Lakshmi Girls' Hindu College are seen to perform exceptionally in areas such as business and sciences, achieving 100% pass rates and high grade I rates in many other subject areas. In this case, with average results like these in the field of Spanish, it highlights an issue that needs addressing in order for this subject to catch up to the others.

Hence, the question exists as to why Spanish is considered one of the lowest performing subjects at the Lakshmi Girls' Hindu College. As previously highlighted, there is greater work to be done in order to improve the performances of students. This research has also shown that many students actually do not further their study of Spanish and the majority 'drop' it at the sixth form level or university level. This lack of interest and poor performances also emphasises the need for change as shown in the responses given in the survey where many participants stated that the strategies were ineffective.

Indeed, there is a great need for teachers and students of Lakshmi Girls' Hindu College to implement major changes to the teaching and learning of Spanish in order to facilitate greater outcomes at the C.S.E.C. examinations. One change could be to implement the recommendations of Boyle's research which advocates for more modern methods, namely the use of technology. This is in line with the recommendations of the respondents in this research who advise greater use of technology as well as more interactivity or greater student participation in the classroom. This would ensure that students have a higher level of motivation which would therefore encourage them to learn and participate more as they would actually be interested in the subject, thereby facilitating better grades in the long run.

With the implementation of these solutions, there is the possibility for greater success at C.S.E.C. for Lakshmi Girls' Hindu College as well as the prospect that students will continue to further this subject to C.A.P.E., university or just as an interest. The next chapter will provide a conclusion to the paper as well as recommendations to the school, limitations of this paper and possible further research which can be done.

CONCLUSION

The present research, “Lakshmi Girls’ Hindu College: A study of the teaching and learning strategies on the performance of Spanish language students at the CSEC level” intended to gain an understanding of the most effective and useful strategies to enhance students’ Spanish abilities and performances at the C.S.E.C examinations as well as to identify those which have proven to be ineffective and thus to find solutions to improve these aspects and bring awareness to educational facilitators.

In this respect, it may be deduced that some of the teaching strategies employed in the class at Lakshmi Girls’ Hindu College are outdated and not conforming to modern technologies. In this regard, students were not able to efficiently learn from these techniques and resorted to using the new strategies on their own time in order to understand material taught. It may be suggested that students’ average performances highlight the fact that current strategies employed are not effective, and more modern measures need to be implemented in order to improve students’ learning outcome.

What was evident from this research was that since the strategies used in the class did not appeal to the students, their motivation to learn was affected and with this lack of drive, they did not possess the urge to learn and many did not pursue fields related to the area of Spanish after C.S.E.C. Unfortunately, in so doing, but they did not see the importance or usefulness of learning the Spanish language in modern Caribbean and international realms.

One limitation of the study was that the population size was too small to efficiently draw conclusions for an entire array of students and it is not evident that the twenty (20) persons available necessarily represent all the variables of the whole group. However, the study is still

useful as it represents the views of several students and teachers and has the potential to be used to enhance performances and motivations of persons to continue to pursue the teaching and study of the Spanish language.

To conclude, it is recommended that schools utilise more modern methods in teaching that would better appeal to students' innovative, new way of learning so as to improve their performance and motivation. Further research may be done at CAPE levels and at college level to investigate and improve the learning and teaching strategies for this subject in order to improve efficiency. The findings may also be applied to other subject areas to obtain a better understanding of the useful as well as ineffective teaching and learning strategies employed which in turn would greatly benefit both students as well as the nation.

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APPENDIX A
Questionnaire to students:

Teaching and Learning Strategies of Spanish

Good day, my name is Shinice Ali and I am currently conducting a survey to determine some of the teaching and learning strategies employed at your previous school, Lakshmi Girls' Hindu College and their effectiveness for my final year project at UWI. I am kindly requesting your participation and I ensure strict confidentiality and anonymity. Thank you!

* Required

1. Age: *

Mark only one oval.

- 17-18
 19-20
 21-22
 23+

2. 1. What type of teaching strategy did your Spanish teacher employ? Select all that apply: *

Check all that apply.

- Use of videos
 Use of PowerPoints
 Solely lectures (just speaking)
 Interactive discussions
 Use of games
 Group work
 Use of visual aids (eg. charts, pictures, textbooks)

Other: _____

3. Do you see these methods as effective? *

Mark only one oval.

- Yes
 No
 Maybe

4. What methods do you think should be employed?

5. 2. What type of strategies do you employ when you learnt the Spanish language at LGHC? Select all that apply:

Check all that apply.

- Reading the material
 Using online sources to practice (eg. online language quizzes)
 Using online videos
 Practicing speaking with peers
 Practicing speaking/ reading at home
 Watching Spanish television shows/ videos
 Interacting with native Spanish persons

Other: _____

6. Do you see these methods as effective? *

Mark only one oval.

- Yes
 No
 Maybe

7. 3. What was your weakest area of Spanish? *

Mark only one oval.

- Speaking
 Listening
 Writing
 Reading

8. 4. What is your strongest area of Spanish? *

Mark only one oval.

- Speaking
 Listening
 Writing
 Reading

9. 5. What grade did you achieve at CSEC?

Mark only one oval.

- Grade I
 Grade II
 Grade III
 Grade IV
 Grade V
 Other: _____

10. 6. What did you like least about Spanish classes at LGHC? *

11. 7. What did you like most about Spanish classes at LGHC? *

12. 9. What do you think can be done to improve the performances of Spanish at the CSEC level?

Check all that apply.

- More time allotted to teaching the subject
- Use of more technology in the classroom
- Closer focus on each component (i.e. allotting a specific class time for speaking, reading, etc.)
- More interactivity in the classroom (eg. discussions, games, etc.)
- More individual studying/ practicing
- Doing more practice papers
- Field trips

Other: _____

13. 10. Did you further your study of Spanish? (eg. at CAPE, UWI, etc.)

Mark only one oval.

Yes

No

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APPENDIX B
Questionnaire to teachers:

Teaching Strategies for Spanish

Good day, my name is Shinice Ali and I am currently conducting a survey to determine some of the teaching and learning strategies employed at your school, Lakshmi Girls' Hindu College and their effectiveness for my final year project at UWI. I am kindly requesting your participation and I ensure strict confidentiality and anonymity. Thank you!

* Required

1. 1. What type of teaching strategy do you employ in teaching Spanish? Select all that apply: *

Check all that apply.

- Use of videos
- Use of PowerPoints
- Solely lectures (just speaking)
- Interactive discussions
- Use of games
- Group work
- Use of visual aids (eg. charts, pictures, textbooks)

Other: _____

2. Do you see these methods as effective? *

Mark only one oval.

- Yes
- No
- Maybe

3. What methods do you think should be employed?

4. 2. What do you think is students' weakest area of Spanish? *

Mark only one oval.

- Speaking
 Listening
 Writing
 Reading

5. 3. What do you think is students' strongest area of Spanish? *

Mark only one oval.

- Speaking
 Listening
 Writing
 Reading

6. 4. What are the average grades of students at CSEC? (Select the most common)

Check all that apply.

- Grade I
 Grade II
 Grade III
 Grade IV
 Grade V
Other: _____

7. 5. What do you think can be done to improve the performances of Spanish at the CSEC level?

Check all that apply.

- More time allotted to teaching the subject
 - Use of more technology in the classroom
 - Closer focus on each component (i.e. allotting a specific class time for speaking, reading, etc.)
 - More interactivity in the classroom (eg. discussions, games, etc.)
 - More individual studying/ practicing
 - Doing more practice papers
 - Field trips
- Other: _____

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