

ABSTRACT

Evaluation of the strategy adopted to develop and implement
a proficiency oriented spanish programme
in Trinidad and Tobago secondary schools

Rawle Jubraj

This study evaluates the strategy adopted by the Ministry of Education to develop and implement a proficiency-based Spanish programme on a pilot basis in Trinidad and Tobago. The population comprised 5 schools with 24 Form 1 Spanish teachers and approximately 2,400 Form 1 students.

Procedure

A number of research questions were formulated. At the end of the first year of implementation, indepth interviews were conducted with principals and teachers, and the Stages of Concern questionnaire administered to the latter. A Student Attitude questionnaire was also administered. Key Ministry of Education personnel were interviewed prior to and at the end of the first year of the project. End-of-year Spanish examinations were analysed.

Findings

The change strategy conformed in certain respects with accepted practice. The programme was well received and later evaluated as useful by users. Teachers were satisfied with the support and guidance provided by principals and curriculum personnel. Students exposed to the innovation displayed highly positive attitudes to the language.

However, the workshops failed to develop all the relevant skills. Just 13 of the 24 teachers in 4 of the 5 schools taught the programme for the entire year. Finally, an inadequate proportion of these users were at satisfactory stages of concern about the innovation after one year.

In conclusion, the change strategy adopted was only partially successful.