

## ABSTRACT

### **Teachers' Perceptions About Lifelong Learning and the Instructional Opportunities They Provide to Students, Through the Teaching of CAPE's Communication Studies**

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This study explored whether teachers at one secondary school provided appropriate opportunities for the students to develop the lifelong learning skills through the teaching of the CAPE Communication Studies syllabus. Interviews were conducted with all four Communication Studies teachers and the Head of Department, as well as with two students. Additional data were collected through classroom observation and questionnaires administered to all teachers and students involved in the programme. Findings revealed that: 1) the teachers were aware of the critical thinking and problem-solving skills stipulated by the CAPE Communication Studies syllabus but that development of these skills hold second place to content coverage; and 2) teacher collaboration and mentoring were critical factors which helped teachers to feel confident about their teaching of the subject. Teachers cited several constraints: access to technology, students' aptitude and motivation, time demands, and unavailability of resources as factors inhibiting the opportunities for mastery of lifelong learning skills.

**Keywords:** Caribbean Advanced Proficiency Examination; Teacher attitudes; Teaching methods; Lifelong learning; Case studies; Perceptions; Communication studies; Trinidad and Tobago