

ABSTRACT

Correlations among Demographic Variables and Students' Perceptions of Some Curriculum Issues Affecting Spanish Pedagogy

Claudia Elaine Bailey

This thesis focused on correlations among Jamaican Grades Seven and Nine students' perceptions of some curriculum issues affecting Spanish pedagogy and their gender, grade level, socioeconomic background, school location, and school type. The curriculum issues were: timetabling of Spanish lessons, the adequacy of English/Spanish literacy levels of students who enter high school, streaming of Spanish classes, overcrowded classrooms, their preference for Spanish over other academic subjects, students' ability to cope with the ROSE Spanish curriculum and teaching methodology. The main sample comprised 817 students (381 boys; 436 girls) from ten Coeducational Traditional and Newly Upgraded High Schools in rural and urban locations. A mixed method approach, QUAN-qual, was implemented. The instruments were: students' questionnaire, journal entries, observation schedule, and informal interviews for 67 students and 12 teachers of Grades Seven and Nine Spanish classes. The main findings were: all seven curriculum issues were favourable; there were significant differences between students' perceptions of each issue and one or more demographic variables; there were statistical significance, but weak relationships between each issue and one or more demographic variables. School location, school type, grade level and the role of the teacher were most influential.

Keywords: Claudia Elaine Bailey; Correlations among demographic variables; Curriculum Issues; Spanish pedagogy