

ABSTRACT

A Case Study of Teachers' and Students' Perceptions of the Factors Contributing to the Low Levels of Motivation Displayed by Students Who Have Opted to Do Spanish at the Caribbean Secondary Education Certificate (CSEC) Level, at an Urban Secondary School in South Trinidad

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This study examined teachers' and students' perceptions about the low levels of motivation displayed by Form 4 students who opted to do Spanish for the Caribbean Secondary Education Certificate (CSEC) examinations at an urban secondary school in South Trinidad. Data were collected through interviews with four students and two teachers, as well as through document analysis. All the participants acknowledged the connection between students' poor performances in the subject area and their extrinsic and intrinsic motivation levels with reference to the study of Spanish. Further, both teachers and students alluded to the students' lack of desire to pursue the subject at CSEC level, as well as external factors that coerced them into choosing Spanish, as contributing to their experiencing different stages of motivation. Consequently, there were low levels of motivation among the students. It was also found that, despite the efforts of the school to ensure that the students had the opportunity to pursue Spanish at the CSEC level, the needs and interests of the students were not fully considered, particularly with regard to the teaching/learning process in the delivery of the Spanish curriculum.

Keywords: Case studies; Perceptions; Student attitudes; Spanish; CXC CSEC examinations; Secondary school students; Student motivation; Teacher attitudes; Urban schools; Foreign language education; Trinidad and Tobago.