

ABSTRACT

An Investigation Into Reading Pedagogical Failure in Three Schools in One Educational District in the Republic of Trinidad and Tobago

Lane Rampersad

This case study investigated teachers' classroom practices, at three schools in the South Eastern Education District of Trinidad and Tobago, with specific reference to the quality of reading instruction to which children are exposed. It also sought to determine whether parenting styles and the home environment impact upon students' learning to read. Data were collected through interviews, participant observation, questionnaires, and document analysis. Employing a quasi-experimental design, the study further conducted a comparative analysis, between two Standard 1 classes of two similar schools, of students' performance in the National Test. Among the findings were that: 1) motivation is an essential tool in stimulating students' engagement with the reading process, 2) parental involvement impacted positively on students' reading habits, and 3) the use of students' poor performance in the National Test as a vehicle for school reform did not yield the appropriate results.

Keywords: National tests; Case studies; Reading difficulties; Classroom methods; Classroom communication; Primary school teachers; Primary school students; Parent student relationship; Teaching methods; Trinidad and Tobago