

ABSTRACT

An Investigation Into Teachers' Responsiveness to the Needs of Slow Learners in Their Classrooms: A Phenomenological Case Study

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This study sought to understand teachers' responsiveness to the needs of slow learners (SL) in their classrooms at the Flagship Primary School. Employing a qualitative case study method, the following questions were explored: 1) How do teachers accommodate SL in their classrooms? and 2) What support do teachers think they need to help them to better serve the needs of SL? Three participants from the Flagship Primary School were selected through purposive sampling. Data collection methods included semi-structured interviews, unstructured observations, and document analysis. Findings revealed that although teachers empathized with SL, and recognize that these learners require special adjustments to advance their learning, not much is done to accommodate them. Teachers reported using more or less typical or routine classroom accommodations that might be made for any learner, as only limited accommodations were provided. Participants shared the view that the provision of relevant resources and personnel would aid in their effectiveness. Moreover, a common perception was that they lacked confidence in responding to the needs of SL in particular, and to serving the varying needs of all learners in their classrooms in general.

Keywords: Slow learners; Teaching methods; Learning difficulties; Primary school students; Primary school teachers; Classroom methods; Case studies; Trinidad and Tobago