

ABSTRACT

An Investigation Into Three Teachers' Instructional Beliefs and Practices About Teaching Adolescents Struggling With Reading at a Vocational School: A Case Study

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This study sought to examine the instructional practices and beliefs of three untrained Form 1 teachers in teaching adolescent struggling readers at a vocational school in Trinidad and Tobago. Data were collected through interviews with teachers who taught English Language, Reading, and Woodwork. The teacher instructional beliefs and practices were categorized according to: (a) beliefs related to instructional approach; (b) beliefs about building self-esteem and motivation; (c) beliefs about cooperative group work; (d) beliefs about materials, assessment, and technology; and (e) instructional beliefs about planning and professional development. The results indicated that the teachers possess a range of conflicting beliefs due to their individual experiences but they were malleable and subject to change.

Keywords: Case studies; Teacher attitudes; Struggling readers; Vocational education teachers; Adolescents; Teaching methods; Reading instruction; Reading research; Trinidad and Tobago