

ABSTRACT

Exploring Two Teachers' Pedagogical Content Knowledge of Reading Comprehension Through the Basal Reader: A Qualitative Case Study in Standard Four

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This study sought to explore the nature of reading comprehension instruction in order to shed light on the poor performance of a primary school in the Victoria Education District of Trinidad and Tobago. Data were collected through interviews with two Standard 4 teachers, as well as through observations. The research found evidence of a low level of pedagogical content knowledge (PCK) of reading comprehension instruction in the classroom. Additionally, it was found that there was a disconnect between the way in which researchers define reading in the current context and the type of instruction that was observed in the classroom. It was concluded that the current instructional practice has resulted in minimal outcomes for students and is one variable in the overall underperformance of the school.

Keywords: Reading instruction; Primary school teachers; Teacher effectiveness; Case studies; Underperforming schools; Teaching methods; Trinidad and Tobago