

ABSTRACT

The Attitude of Teachers towards Teaching Reading in the Content Areas

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This study sought to determine the attitude of secondary school teachers towards teaching reading in the content areas, and to investigate whether a significant difference exists in their attitude towards content literacy instruction with respect to variables such as pedagogical training, gender, experience, and subject areas. Data were collected through a survey of the teacher population of a school in South Trinidad. The results revealed that the teachers possessed an average attitude towards teaching reading in the content areas. Additionally, it was discovered that there was no significant difference in the attitude of teachers towards teaching of reading in the content areas with respect to the four variables.

Keywords: Teacher attitudes; Reading instruction; Secondary school teachers; Trinidad and Tobago