

ABSTRACT

An Exploration Into the Experiences of Four Disengaged Readers' Reading Engagement During a Modified Sustained Silent Reading Programme at an Urban Primary School

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This qualitative action research sought to explore the reading engagement experiences of four disengaged readers during a modified Sustained Silent Reading Programme (SSR), using the case study paradigm. Data were collected through interviews with two Standard 2 boys who displayed varying degrees of disengagement. The findings revealed that SSR can promote enhancement in the students' reading engagement when (a) there is opportunity for them to interact with their peers; (b) high-interest and appropriate reading materials are available; (c) they are given time to read, and (d) there are engaging tasks to complement reading and there are no pertinent changes in SSR.

Keywords: Reading habits; Urban schools; Primary school students; Educational strategies; Case studies; Teaching techniques; Trinidad and Tobago