

## ABSTRACT

### **An Exploration of the Experiences With the Buddy Reading Approach of Six Standard Four Male Struggling Readers**

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This qualitative case study explored the experiences of six Standard 4 male struggling readers with the Buddy Reading Approach at a primary school in Trinidad and Tobago. It focused on theories that deal with students' reading engagement, collaboration, reading for pleasure and for information, social interactions, and students' background knowledge. Data were collected through interviews, observations, journal entries, and field notes. The findings showed that: 1) the boys had a more affirmative attitude towards reading; 2) they had better self-efficacy as readers; and 3) they read more often, sometimes independently. Some of the reasons advanced by the boys for their positive Buddy reading experiences included partner support; freedom to choose books, especially informational books; social interactions; and encouragement from their partners.

**Keywords:** Male students; Struggling readers; Primary school students; Teaching techniques; Case studies; Buddy Reading Approach; Student attitudes; Trinidad and Tobago