

ABSTRACT

An Investigation Into the Strategies Being Used to Address the Literacy Needs of Struggling Readers at a Co-Educational Secondary School in Trinidad

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This study sought to investigate the strategies used by a co-educational secondary school in Trinidad and Tobago to address the literacy needs of struggling readers. Data were collected through interviews with the principal, the Head of the English Department, a content area teacher, and a reading teacher. It was concluded that while various attempts were being made by the school to address the literacy needs of its struggling readers, the implications of such attempts could not be readily assessed. This is because there was no initial assessment of student literacy ability through assessment. In addition, the strategies used by the school, in some cases, were not sufficiently guided by the best practices identified in the literature.

Keywords: Struggling readers; Secondary school students; Literacy achievement; Coeducational schools; Teaching techniques; Secondary school teachers; Literacy methods; Trinidad and Tobago