

ABSTRACT

An Investigation Into the Pedagogical Practices Utilised by Educators to Teach Male Students 8-14 Years Who Struggle With Reading Comprehension Competencies

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This study sought to understand and gain an insight into the phenomenological challenge of struggling male readers' underperformance in the reading comprehension strand of the Language Arts curriculum. The research scrutinized the pedagogical practices and perceptions of the instructors who teach this cohort of students in the Education District of Tobago. Participants in the study were 14 teachers, 4 administrators, and 20 students. Data were collected through interviews, observations, and document analysis. The results of the study showed that the pedagogical practices of teachers affected students' proficiency in reading comprehension. The findings also confirmed that teachers possessed negative perceptions of the male students who struggle with reading deficiencies. Recommendations are made for an intervention programme and professional development initiatives to address the needs of teachers with respect to reading instruction in classrooms with culturally, linguistically, and academically diverse student populations.

Keywords: Primary school students; Male students; Comprehension; Teacher attitudes; Struggling readers; Primary school teachers; Teaching techniques; Tobago; Trinidad and Tobago