

ABSTRACT

An Exploration of the Perceptions of Students and Teachers at a Government Secondary School of the Importance of Reading to Teach Content in the Caribbean Vocational Qualification Skill Subjects

Darrell Emerson Brian Jagmohan

This case study explored the perceptions of Form 4 teachers and students regarding the importance of using reading to deliver content in their respective skill subjects, specifically the Caribbean Vocational Qualification (CVQ) skill areas. Data were collected through interviews with four students and six teachers, as well as through observations. The findings revealed that: 1) the students and teachers believed that reading is important in the CVQ area; 2) all participants agreed that reading does occur in the CVQ classes and that it is used to deliver necessary content; 3) teachers used various methods to ensure that reading occurred in the classroom; 4) two teachers stated that the academic level of the students is the main factor in their choice of teaching and learning strategies, while the other teachers cited the topic or subject matter as the determinant of the chosen strategy; and 5) nine of the 10 participants agreed that the school's decision to change the structure of the CVQ programme to include more students was a positive move, while one teacher disagreed with allowing science, academic, and pre-technician classes to do CVQ subjects.

Keywords: Perceptions; Secondary school teachers; Secondary school students; Teacher attitudes; Student attitudes; Case studies; Caribbean Vocational Qualification; Vocational education; Trinidad and Tobago