

## ABSTRACT

### **Teachers' Voices as Readers: What Teachers Say About Their Reading Experiences and Its Impact on Their Teaching: A Phenomenological Case Study**

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This phenomenological case study sought to explore and interpret the reading beliefs and lived reading experiences of three English teachers in an urban secondary school in Trinidad and Tobago. Data were collected through interviews, field notes, and classroom observations. The findings suggested that the teachers' beliefs and reading experiences might provide insights to school administrators on how to better support teachers and improve the reading instruction given to students.

**Keywords:** Teacher attitudes; Case studies; Reading instruction; Urban schools; Secondary school teachers; English teachers; Trinidad and Tobago