ABSTRACT

The Relationship Between Teacher Opinions
And Reported Use of Content Area Reading Strategies
Among Teachers on the Diploma in Education Programme,
Faculty of Education, U.W.I.,
St. Augustine 1988/89

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Problems in reading at the secondary level are part of
the declining standard of language proficiency in Trinidad and
Tobago. At the secondary level, reading should involve teacher-
directed guidance to help students select and use suitable content
area reading strategies to meet the various demands of reading
in the content areas. Providing the teacher with necessary
skills during teacher training, however, does not guarantee
their implementation in the classroom. Recent research into
the controversial area of implementation seems to suggest that
teacher opinions concerning content area reading strategies
are reliable indicators of implementation. This paper examines
the relationship between (a) teacher opinions regarding content
area reading strategies and (b) the reported use of such
strategies in the local situation in an effort to infer the
extent of use of these strategies in the classroom. Experimental
work done (in this research project) among Diploma in Education
Teachers (1988/89) at the Faculty of Education, U.W.I., St.
Augustine, Trinidad indicates a modest correlation between opinions and the reported use of these strategies. The implication of this finding is a verification of the importance of teacher opinions to the extent of use of these strategies in the classroom. Part of the answer to declining standards in language proficiency may be the improvement of teacher opinions regarding content area reading strategies since more positive opinions will necessarily result in increased usage, ceteris paribus.