

ABSTRACT

The Impact of Teachers' Instructional Orientation on Students' Motivation to Become Engaged Readers in a Primary School in the Caroni Educational District

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This study investigated two teachers' instructional practices and their impact on two students' reading engagement at a primary school in Trinidad and Tobago. Data were collected through interviews with the two teachers and two students from Standards 3 and 4, as well as through observation. The teachers' perceptions of what they considered to be best practice were not in accordance with their classroom practice. It was found that they provided little social interaction for their students during instruction. They also encouraged no classroom interaction about topics since they asked mainly close-ended questions. Further, the students were not encouraged to read with their peers, except during formal lessons. The teachers' failure to encourage social interaction in the classroom resulted in self-expression being stymied among the students.

Keywords: Reading; Teaching techniques; Student motivation; Student attitudes; Primary school students; Reading instruction; Trinidad and Tobago