

ABSTRACT

An Exploration of Comprehension and Vocabulary Practices in the Teaching of Reading in a Rural Primary School

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This study sought to gain an insight into the beliefs, classrooms practice, challenges, and strategies employed with respect to comprehension and vocabulary practices in the teaching of reading in a rural primary school in Trinidad and Tobago. Data were collected through interviews and observations. The findings suggested that teachers' beliefs about literacy and their beliefs about students' half-hearted attitude toward literacy, along with their experiences, have influenced their instructional practices.

Keywords: Case studies; Educational strategies; Rural schools; Primary school teachers; Teacher attitudes; Teaching techniques; Classroom techniques; Trinidad and Tobago