

ABSTRACT

An Investigation into Teachers (Sic) Beliefs About the Challenges They Face in Teaching Students with Reading Difficulties in a Primary School in the Port of Spain and Environs District

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Through interviews with four teachers, this qualitative study examined teachers' views about reading difficulties and the challenges they encountered in dealing with their students at a primary school in Trinidad and Tobago. The findings revealed that the teachers attributed reading challenges among their students to: 1) a lack of interest and inability to read among some parents, which inhibited their ability to assist their children, 2) the genetic make-up of some students; 3) phonological deficits; 4) neurological factors; 5) lack of motivation; 6) reading material that was beyond the students' abilities; and 7) insufficient time to provide individual attention.

Keywords: Case studies; Teacher attitudes; Primary school teachers; Reading difficulties; Trinidad and Tobago