

ABSTRACT

An Investigation Into the Effectiveness of The Centre of Excellence for Teacher Training (CETT) Model for Improving Reading at a Government Primary School in the South Eastern Education District of Trinidad

Barbara Solomon-Kerr

This qualitative case study sought to investigate the effectiveness of a new reading model that was introduced at a government primary school in the South Eastern Education District of Trinidad and Tobago. Data were collected from questionnaires administered to a reading specialist and six teachers, observations, and informal chats with two students, the reading specialist, and teachers; and test results of the students. It was concluded that the CETT model is effective in many ways in that a wide range of opportunities are provided to encourage students to become effective readers. However, the model has shown flaws in certain areas since it does not cater for holistic assessment, with specific reference to the areas of oral fluency, reading strategies, and motivation since all tests under the CETT model are written.

Keywords: Reading instruction; Teaching methods; Primary school students; Case studies; Educational models; Centre of Excellence for Teacher Training; Programme evaluation; Trinidad and Tobago