

ABSTRACT

An Investigation of Three Teachers' Perceptions of and Experiences With the Use of Three Pre-Reading Comprehension Strategies at a Denominational Primary School in the Victoria Educational District

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This study sought to investigate three teachers' perceptions and experiences regarding three new pre-reading strategies presented to them in a teacher professional development exercise at a co-educational denominational school in the Victoria Education District in Trinidad Tobago. Data were collected through interviews, observations, and document analysis. The findings showed that: 1) there was an improvement in their teaching of reading comprehension; 2) there was an increase in their confidence through the use of the strategies and improvement in their students' learning capacities; and (3) teachers perceived the pre-reading strategies to be very effective and had a positive attitude towards the professional development exercise that assisted them in learning the new pre-reader strategies.

Keywords: Reading instruction; Perceptions; Reading research; Teaching methods; Professional development; Primary school teachers; Teacher attitudes; Case studies; Educational strategies; Trinidad and Tobago