

## ABSTRACT

### **Vocabulary Experiences in Literature: Five Struggling Standard Five Students [sic] Perspectives**

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This study sought to explore the perspectives of five struggling Standard 5 readers about their vocabulary experiences through a literature project at their school, which is located in the Port of Spain and Environs Education District in Trinidad. Data were collected through interviews, document analysis, and reviewing of artefacts. The data revealed that although the teacher was able to motivate the students to listen to and appreciate grade level literature in class, the mass teaching method used during interactive sessions allowed the students to mask their comprehension of the vocabulary contained in the trade book. It was also found that their affective responses toward the book relied on read alouds and peer review.

**Keywords:** Student attitudes; Primary school students; Vocabulary development; Struggling readers; Reading research; Reading ability; Comprehension; Trinidad and Tobago