

ABSTRACT

Teachers' Perceptions of the Teaching of Reading at the Infant Level: A Case Study

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This study investigated the effect of teachers' perceptions of the teaching of reading on the various methodologies utilized for teaching reading at the Infant level. Data were collected from Infant-level teachers and other class teachers through interviews, observations, and the administration of a questionnaire. Other data were obtained through document analysis. The findings indicated that the teachers' pedagogical content knowledge helped them to interpret the content and find different communication strategies to facilitate their students' understanding of the knowledge presented to them. They were able to go beyond focusing on the content, and placed their emphasis, instead, on the individual needs of the child. It was also found that the teachers considered the lack of parental support as one of the reasons for Infant-level readers' failure to acquire reading skills.

Keywords: Case studies; Perceptions; Primary school teachers; Teacher attitudes; Teaching techniques; Reading instruction; Primary school students; Kindergarten children; Trinidad and Tobago