

## ABSTRACT

### **How Teacher A in Standard One (1) at Stabil Primary School in the City of San Fernando Utilize [sic] Reading Instructional Strategies to Develop Pupils' Reading Skills: A Case Study**

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This study sought to gain an insight into the beliefs, classroom occurrences, challenges, and strategies employed with respect to reading and comprehension practices in the teaching of reading at an urban primary school in Trinidad and Tobago. Data were collected through interviews with one Standard 2 teacher, as well as through observations and document analysis. Themes generated by the study were: 1) interpretations of reading, 2) contrived instructional practices for reading and comprehension, 3) attribution of blame for reading deficits, and 4) educative effort and compromise. The findings suggest that the teacher's beliefs about reading and comprehension, her experiences, and the attitudes of parents and pupils, influenced her instructional practices.

**Keywords:** Primary school teachers; Teacher attitudes; Teaching techniques; Case studies; Reading instruction; Trinidad and Tobago.