

ABSTRACT

Towards Best Practices in Teaching Reading Comprehension in a Tobago Anglican Primary School

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This study investigated the causes of students' poor reading and comprehension competencies in the junior department at a primary school in Tobago. Data were collected through interviews with seven teachers, as well as through observations and the administration of questionnaires. The findings revealed that the participants attributed the students' poor performance in reading and comprehension to the inability of some teachers to effectively impart strategies that would improve student performance, as well as to the students' inability to read and decode text.

Keywords: Case studies; Teaching methods; Comprehension; Action research; Primary school teachers; Teacher attitudes; Tobago; Trinidad and Tobago