

ABSTRACT

The Relationship Between Teacher Opinions
And Reported Use of Content Area Reading Strategies
Among Teachers on the Diploma in Education Programme,
Faculty of Education, U.W.I.,
St. Augustine 1988/89

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Problems in reading at the secondary level are part of the declining standard of language proficiency in Trinidad and Tobago. At the secondary level, reading should involve teacher-directed guidance to help students select and use suitable content area reading strategies to meet the various demands of reading in the content areas. Providing the teacher with necessary skills during teacher training, however, does not guarantee their implementation in the classroom. Recent research into the controversial area of implementation seems to suggest that teacher opinions concerning content area reading strategies are reliable indicators of implementation. This paper examines the relationship between (a) teacher opinions regarding content area reading strategies and (b) the reported use of such strategies in the local situation in an effort to infer the extent of use of these strategies in the classroom. Experimental work done (in this research project) among Diploma in Education Teachers (1988/89) at the Faculty of Education, U.W.I., St.

Augustine, Trinidad indicates a modest correlation between opinions and the reported use of these strategies. The implication of this finding is a verification of the importance of teacher opinions to the extent of use of these strategies in the classroom. Part of the answer to declining standards in language proficiency may be the improvement of teacher opinions regarding content area reading strategies since more positive opinions will necessarily result in increased usage, *ceteris paribus*.

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