

## **ABSTRACT**

### **A Comparative Case Study of How Teachers Conceptualize and Operationalize the CAC Process Writing Design at Two Single-Sex Primary Schools**

*Clarence Fortune*

This comparative study examined how four Standard 4 teachers conceptualized and operationalized the process writing approach of the Continuous Assessment Component (CAC): ELA Writing Programme at two single-sex primary schools in Trinidad and Tobago. Data were collected through interviews, as well as through observations and document analysis. The teachers expressed mixed views about the programme, with the perception being advanced that the routine limited their use of strategies other than those it recommended. Additionally, while three of them attached great value to the concept of process writing in general, and to the programme in particular, there was divergence regarding the value attached to the teachers' approach and their actions during implementation.

**Keywords:** Case studies; Primary school teachers; Teacher attitudes; Continuous Assessment Component; Secondary Entrance Assessment examination; Process approach (Writing); Writing, Language arts; English; Teaching methods; Comparative analysis; Trinidad and Tobago