

ABSTRACT

Building Blocks: The Impact of Grapho-Phonemic Keynote Analogy and Metacognitive Strategy Instruction on the Decoding Skills Acquisition of an Older Struggling Reader: A Case Study

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This study sought to investigate the sequence and process of decoding skills acquisition in an older struggling reader, using grapho-phonemic keynote analogy integrated with metacognitive strategies in an explicit parallel instructional design. Data were collected through the employment of an intervention strategy involving a fourth form female student, as well as through observations and document analysis. The results suggested that explicit and systemic intervention in grapho-phonemic keynote analogy, incorporated with metacognitive strategies may provide effective rapid decoding skills acquisition in older struggling readers.

Keywords: Teaching methods; Phonics; Struggling readers; Phonetics; Reading difficulties; Case studies; Secondary school students; Reading research; Trinidad and Tobago