

ABSTRACT

An Investigation Into the Perspective of Remedial Reading Teachers of the Literacy Programme for Form One “Special” Students at a Secondary School

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This study investigated the perceptions of two remedial reading teachers of the remedial reading programme implemented at a secondary school in Trinidad and Tobago. Data were collected through interviews. The findings revealed that: 1) the teachers fashioned their own remedial programme, based on trial and error, in accordance with what they perceived as meeting the needs of their students; 2) the programme was not a comprehensive, multifaceted programme and, consequently, there appeared to be a disconnect between the remedial department and the content area staff; 3) while the teachers found the training quite helpful, the professional development given was neither school-based nor ongoing; and 4) the teachers demonstrated qualities suggestive of high self-efficacy and enjoyed working with the students, but suggested that the programme required more support staff.

Keywords: Secondary school teachers; Remedial instruction; Slow learners; Teacher attitudes; Remedial reading programmes; Perceptions; Programme evaluation; Trinidad and Tobago