

TEACHERS' USE OF SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) FOR WRITING AT THREE RURAL SECONDARY SCHOOLS IN TRINIDAD AND TOBAGO

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Abstract: *In this descriptive case study, three teachers of English at rural secondary schools in Trinidad and Tobago collaborated with the author to implement the Self-Regulated Strategy Development (SRSD) instructional model for narrative writing. Using an activity theory framework, the study aimed to describe modifications that teachers made to their pedagogy and their experiences of using SRSD. A variety of qualitative data sources showed that teachers modified their pedagogical practices by presenting cognitive tools, motivating their students, and creating writing workshops where previously they had not offered much support. Teachers' experiences were positive although they did express reservations about being able to maintain certain practices after the study was over.*

Keywords: *SRSD, writing, writing instruction, rural schools, Caribbean writing instruction*

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