

ABSTRACT

Evaluating the Effect of Three (3) Comprehension Strategies on a Remedial Form One (1) at Greenville Secondary School (GSS)

Reah Rampersad

This study sought to determine whether the use of three comprehension strategies would improve text comprehension in a remedial Form 1 class at a secondary school in Trinidad and Tobago. Data were collected through the administration of a unit of 10 lessons, as well as a pre- and post-test. Other data were obtained through journal entries of the researcher and the students. An overall examination of the data in the tests revealed an improvement in performance. Also, the journal entries indicated that the students displayed a more positive attitude in most of the lessons that they were taught, and understood how to integrate each of the three comprehension strategies, namely, "think aloud," "concept-mapping," and "question and answer relationship" (QAR) in the lessons taught. It was also observed that the students displayed a better understanding of the information contained in the passages when they incorporated the three strategies in their reading and writing tasks.

Keywords: Reading development; Secondary school students; Comprehension; Teaching techniques; Secondary school teachers; Trinidad and Tobago