

ABSTRACT

An Investigation of the Reading Strategies Used in the Teaching of Visual and Performing Arts at a Government Secondary School in North East Trinidad

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This study sought to investigate the reading strategies used in the teaching of the visual and performing arts (VAPA) at a government secondary school in North East Trinidad. The research also attempted to identify factors that support and challenge reading instruction in this school's arts classes. Data were collected through interviews with the teachers of visual arts, music, and drama, as well as through classroom observations and document analysis. The study established that, overall, the reading approaches addressed the critical areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) whilst developing the language arts skills of listening, speaking, reading, and writing.

Keywords: Reading instruction; Primary school teachers; Visual and performing arts; Teaching techniques; Educational strategies; Arts education; Trinidad and Tobago