

**EXPLORING RECIPROCAL TEACHING FOR ENHANCING THE READING
COMPREHENSION OF STANDARD THREE STUDENTS AT A PRIMARY SCHOOL IN
TRINIDAD AND TOBAGO: A FORMATIVE EXPERIMENT STUDY**

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Abstract: *Reciprocal teaching studies, done primarily in schools in North America and Europe, have reported reading comprehension gains for students across age and grade levels who struggle with comprehension in spite of efficient decoding. This paper reports a reciprocal teaching intervention that was implemented in Trinidad and Tobago for the purpose of improving the reading comprehension of 19 nine to ten-year-old students who had poor comprehension, in spite of good grade level decoding. The following questions were addressed: (a) What factors enhance or inhibit the effectiveness of the intervention in improving the students' reading comprehension? (b) In light of the enhancing or inhibiting factors, how can the intervention be modified to more effectively attain the goal of improved comprehension? and (c) What evidence is there of progress in the students' reading comprehension performance having engaged in the reciprocal teaching intervention? Across three academic school terms, qualitative and quantitative data were collected at the pre-, during-, and post-intervention stages. Results of constant comparative data analysis guided the study and the results of paired samples t-test indicated statistically significant changes in the students' reading comprehension performance. The results of this study carry implications for current primary school reading programmes and the way in which reciprocal teaching fits into existing programmes in Trinidad and Tobago and the wider Caribbean.*

Keywords: *reading comprehension, reciprocal teaching, formative experiment, poor comprehension, primary schools, Trinidad and Tobago*

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