

A CASE STUDY OF PERCEPTIONS OF TEACHERS ENGAGED IN TEACHING
READING TO ADOLESCENTS IN MIDDLE SCHOOL

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ABSTRACT

Reading is a foundational skill that contributes to success in school and life-long endeavors. Teaching students to read and ensuring they learn how to master the five components of the reading process is a primary task of those in the education system. However, there are many students who reach middle school who have not become proficient or advanced readers.

The focus of this study is a middle school that continually reported a high number of students in 6th, 7th, and 8th grades that struggled with reading. The purpose of the study was to examine the perceptions of teachers engaged in teaching reading to adolescent middle school students. Further, the study sought to gain ideas from the teachers regarding adolescent literacy and how to address the problem of middle school students who struggled with reading. This study utilized as qualitative case study methodology. Data were collected through two surveys that used closed and open-ended questions. Data were also gathered from notes of the researcher from classroom observations, team meetings and informal conversations with participants.

Findings from the study identified elements that block students from learning to read or become better readers, numerous ways to assist struggling readers, professional development needs for teachers and elements that should be included in teaching reading in a middle school setting.